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ABSTRACT

Each state and jurisdiction that participated in the Grade 4 NAEP (National Assessment of Educational Progress) 2003 reading assessment receives a one-page snapshot report that presents key findings and trends in a condensed format. The 53 reports in this series present bulleted text describing overall student results, bar charts showing NAEP achievement levels for each year in which the state participated, and tables displaying results by gender, race/ethnicity, and eligibility for free/reduced-price lunch. In addition, bulleted text describes the trends in average scale score gaps for gender, race/ethnicity, and eligibility for free/reduced-price lunch. Trends in scale scores at selected percentiles are also displayed. (RS)

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The Nation's Report Card: State Reading 2003
Snapshot Reports for Grade 4.

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CS 512 522

The Nation's Report Card

State **Reading 2003**

Alabama
Grade 4
Public Schools

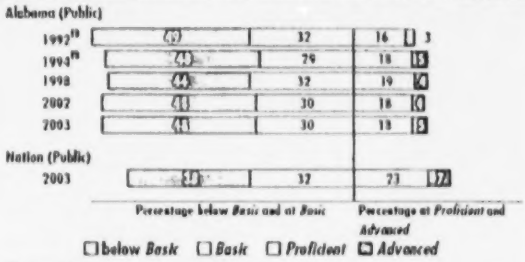
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Alabama

- In 2003, the average scale score for fourth-grade students in Alabama was 207. This was not found to be significantly different[1] from the average score in 2002 (207), and was not found to be significantly different from the average score in 1992 (207).
- Alabama's average score (207) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Alabama were higher than those in 1 jurisdiction, not significantly different from those in 9 jurisdictions, and lower than those in 42 jurisdictions.
- The percentage of students in Alabama who performed at or above the NAEP *Proficient* level was 22 percent in 2003. This percentage was not found to be significantly different from 2002 (22 percent), and was not found to be significantly different from 1992 (20 percent).

Student Percentage at NAEP Achievement Levels



[!] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

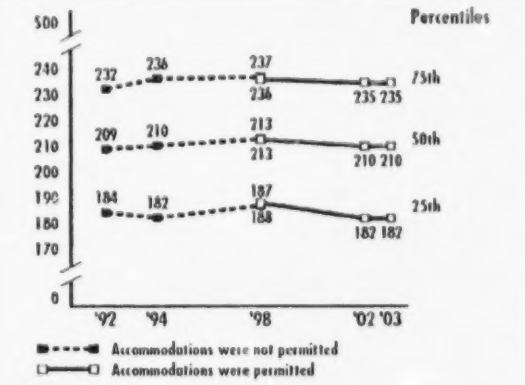
Performance of NAEP Reporting Groups in Alabama

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	204	50	29	17	4
Female	48	211	44	32	19	5
White	60	219	34	35	24	6
Black	37	188	69	23	7	1
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	54	193	63	26	10	1
Not eligible	45 †	224	29	35	27	9

Average Score Gaps Between Selected Groups

- In 2003, male students in Alabama had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (30 points). This performance gap was not significantly different from that of 1992 (30 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Alabama.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (32 points). This performance gap was not significantly different from that of 1998 (29 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. † Significantly higher than, ‡ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State Reading 2003

Alaska
Grade 4
Public Schools

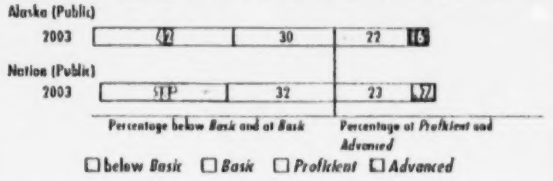
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Alaska

- In 2003, the average scale score for fourth-grade students in Alaska was 212.
- Alaska's average score (212) in 2003 was lower[1] than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Alaska were higher than those in 6 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 36 jurisdictions.
- The percentage of students in Alaska who performed at or above the NAEP *Proficient* level was 28 percent in 2003. The percentage of students in Alaska who performed at or above the *Basic* level was 58 percent.

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

Performance of NAEP Reporting Groups in Alaska

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	205 ↓	48 ↑	29	19	4
Female	49	218	36	31	25	8
White	54	226	27	33	30	10
Black	5 ↓	209 ↑	44 ↓	35	20 ↑	1
Hispanic	4 ↓	209 ↑	45 ↓	34	19	2
Asian/Pacific Islander	8 ↑	207 ↓	50 ↑	33	15 ↓	2 ↓
American Indian/Alaska Native	28 ↑	184 ↓	70 ↑	20 ↓	9 ↓	1 ↓
Free/reduced-price school lunch						
Eligible	34 ↓	192 ↓	63 ↑	24 ↓	11	2
Not eligible	59 ↑	224 ↓	30 ↑	34	28	8 ↓

Average Score Gaps Between Selected Groups

- In 2003, male students in Alaska had an average score that was lower than that of female students (13 points). This performance gap was wider than that of the Nation (8 points).
- In 2003, White students had an average score that was higher than that of Black students (17 points). This performance gap was narrower than that of the Nation (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (17 points). This performance gap was narrower than that of the Nation (28 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (32 points). This performance gap was not significantly different from that of the Nation (28 points).

Reading Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Alaska	186 ↓	216	241
Nation (Public)	193	219	243

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 243, and 75 percent of students in Alaska scored below 241.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Alaska. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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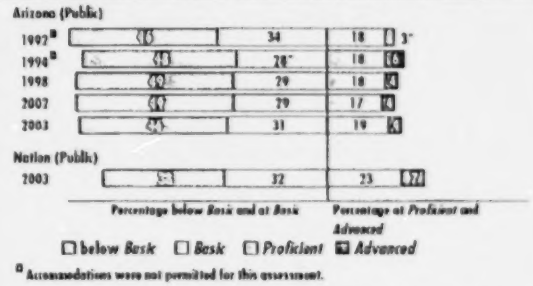
The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Arizona

- In 2003, the average scale score for fourth-grade students in Arizona was 209. This was not found to be significantly different[1] from the average score in 2002 (205), and was not found to be significantly different from the average score in 1992 (209).
- Arizona's average score (209) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Arizona were higher than those in 3 jurisdictions, not significantly different from those in 7 jurisdictions, and lower than those in 42 jurisdictions.
- The percentage of students in Arizona who performed at or above the NAEP *Proficient* level was 23 percent in 2003. This percentage was not found to be significantly different from 2002 (22 percent), and was not found to be significantly different from 1992 (21 percent).

Student Percentage at NAEP Achievement Levels



* Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

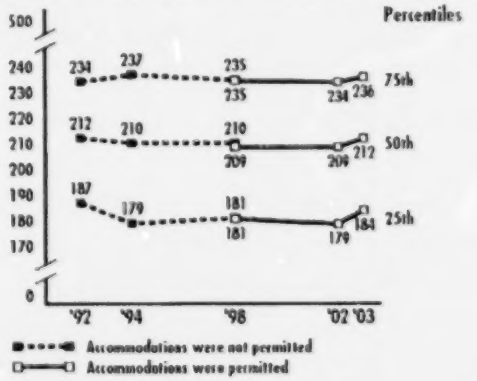
Performance of NAEP Reporting Groups in Arizona

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	206 ↓	49	30	17	4
Female	50	212	43	31	21	5
White	50	223	29	36	28	7
Black	5	196	59	28	11	2
Hispanic	36	195	62	26	10	2
Asian/Pacific Islander	2	225	32	30	27	11
American Indian/Alaska Native	7	182	75	19	5	#
Free/reduced-price school lunch						
Eligible	47	194	63	26	10	1
Not eligible	43	225 ↑	28	36	28	8

Average Score Gaps Between Selected Groups

- In 2003, male students in Arizona had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 1992 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of 1992 (22 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of 1992 (23 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (32 points). This performance gap was not significantly different from that of 1998 (32 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Arkansas
Grade 4
Public Schools

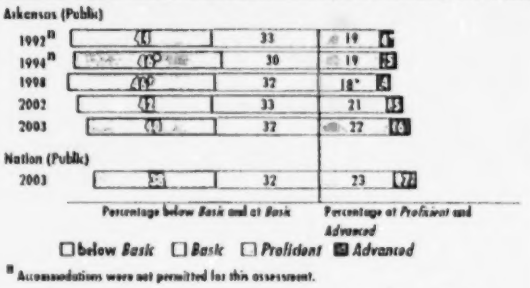
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Arkansas

- In 2003, the average scale score for fourth-grade students in Arkansas was 214. This was not found to be significantly different[1] from the average score in 2002 (213), and was not found to be significantly different from the average score in 1992 (211).
- Arkansas' average score (214) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Arkansas were higher than those in 9 jurisdictions, not significantly different from those in 9 jurisdictions, and lower than those in 34 jurisdictions.
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 28 percent in 2003. This percentage was not found to be significantly different from 2002 (26 percent), and was greater than that in 1992 (23 percent).

Student Percentage at NAEP Achievement Levels



B Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

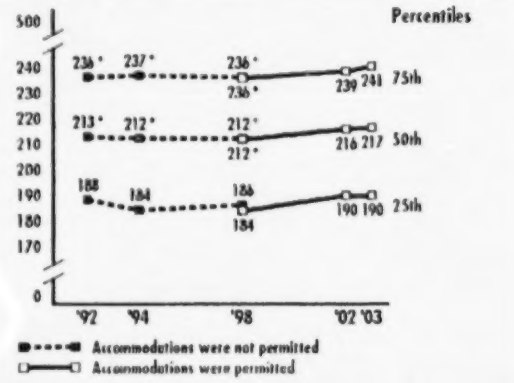
Performance of NAEP Reporting Groups in Arkansas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50 ↓	209	45	30	20	5
Female	50 ↑	218	36	33	24	7
White	69	223	30	35	27	8
Black	25	190	68	23	9	1
Hispanic	4	204	52	31	15	2
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	53	204	51	29	17	4
Not eligible	43	227	26	35	29	10

Average Score Gaps Between Selected Groups

- In 2003, male students in Arkansas had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (33 points). This performance gap was not significantly different from that of 1992 (29 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Arkansas in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (25 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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Snapshot Report

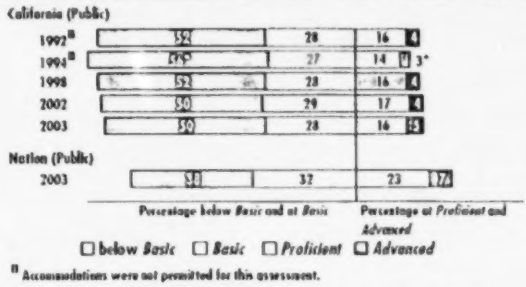
NCES 2003-453CA

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for California

- In 2003, the average scale score for fourth-grade students in California was 206. This was not found to be significantly different[1] from the average score in 2002 (206), and was not found to be significantly different from the average score in 1992 (202).
- California's average score (206) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in California were higher than those in 1 jurisdiction, not significantly different from those in 7 jurisdictions, and lower than those in 44 jurisdictions.
- The percentage of students in California who performed at or above the NAEP *Proficient* level was 21 percent in 2003. This percentage was not found to be significantly different from 2002 (21 percent), and was not found to be significantly different from 1992 (19 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

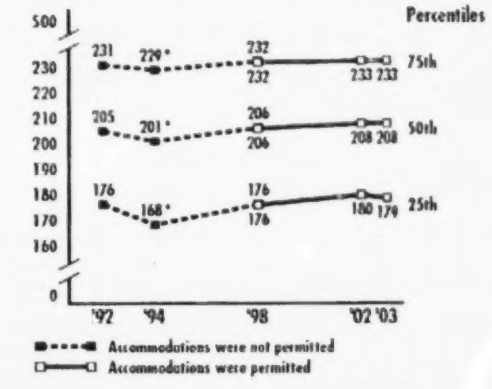
Performance of NAEP Reporting Groups in California

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50 ↓	202	54	28	14	4
Female	50 ↑	209	47	29	18	6
White	34	224	31	34	26	9
Black	8	193	63	26	9	1
Hispanic	47	191	67	24	8	1
Asian/Pacific Islander	10	224	32	32	25	12
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	50	191	67	24	9	1
Not eligible	46	222	33	33	25	9

Average Score Gaps Between Selected Groups

- In 2003, male students in California had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (9 points).
- In 2003, White students had an average score that was higher than that of Black students (31 points). This performance gap was not significantly different from that of 1992 (36 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (33 points). This performance gap was not significantly different from that of 1992 (37 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (31 points). This performance gap was not significantly different from that of 1998 (36 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Colorado
Grade 4
Public Schools

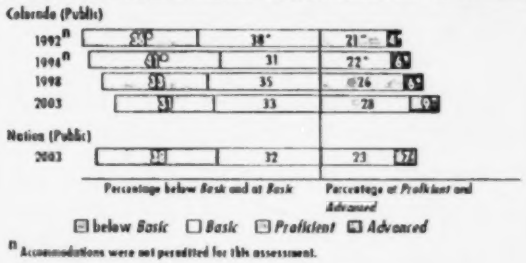
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Colorado

- In 2003, the average scale score for fourth-grade students in Colorado was 224. This was not found to be significantly different[1] from the average score in 1998 (220), and was higher than the average score in 1992 (217).
- Colorado's average score (224) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Colorado were higher than those in 27 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Colorado who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 1998 (33 percent), and was greater than that in 1992 (25 percent).

Student Percentage at NAEP Achievement Levels



[n] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

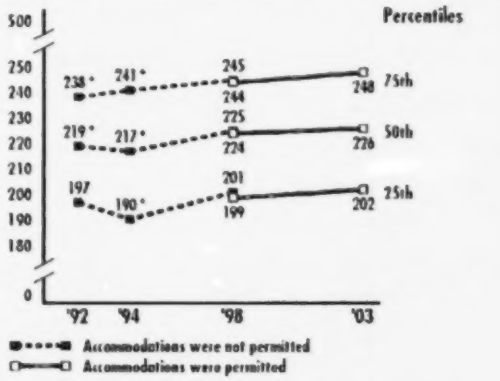
Performance of NAEP Reporting Groups in Colorado

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	220	33	34	25	7
Female	49	227	28	31	30	11
White	67 ↓	232 ↑	22	33	33	12 ↑
Black	5	208	46	36	17	1
Hispanic	23 ↓	205	52	30	15	3
Asian/Pacific Islander	3	225	31	36	24	9
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	30	207 ↑	49	32	17	3
Not eligible	69	231 ↑	22	33	33	12 ↑

Average Score Gaps Between Selected Groups

- In 2003, male students in Colorado had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (23 points). This performance gap was not significantly different from that of 1992 (21 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was wider than that of 1992 (20 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of 1998 (26 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, and 2003 Reading Assessments.

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The Nation's Report Card
State **Reading 2003**
Connecticut
Grade 4
Public Schools

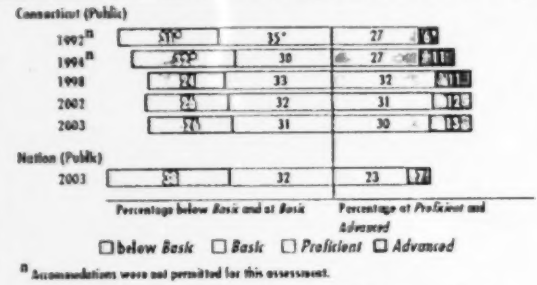
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Connecticut

- In 2003, the average scale score for fourth-grade students in Connecticut was 228. This was not found to be significantly different[1] from the average score in 2002 (229), and was higher than the average score in 1992 (222).
- Connecticut's average score (228) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Connecticut were higher than those in 48 jurisdictions, and not significantly different from those in 4 jurisdictions.
- The percentage of students in Connecticut who performed at or above the NAEP *Proficient* level was 43 percent in 2003. This percentage was not found to be significantly different from 2002 (43 percent), and was greater than that in 1992 (34 percent).

Student Percentage at NAEP Achievement Levels



[a] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

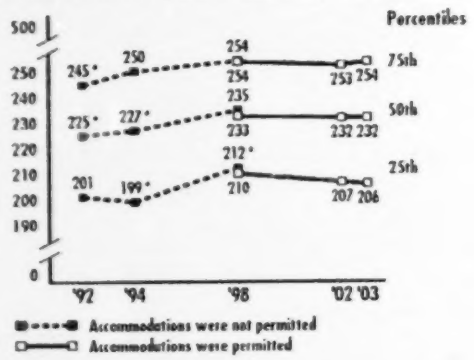
Performance of NAEP Reporting Groups in Connecticut

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	224	30	32	29	10
Female	50	232	23	30	31	15
White	69	238	16	31	37	17
Black	14	201	54	34	11	1
Hispanic	14	206	51	31	15	3
Asian/Pacific Islander	3	231	26	30	30	14
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	30	205	50	32	15	3
Not eligible	67	238	16	31	37	17

Average Score Gaps Between Selected Groups

- In 2003, male students in Connecticut had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (37 points). This performance gap was not significantly different from that of 1992 (34 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (33 points). This performance gap was not significantly different from that of 1992 (43 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (33 points). This performance gap was not significantly different from that of 1998 (35 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card
State **Reading 2003**

DDESS
Grade 4
Public Schools

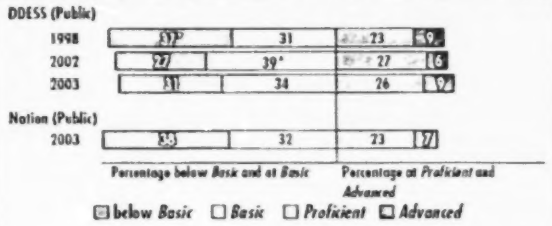
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for DDESS

- In 2003, the average scale score for fourth-grade students in DDESS was 223. This was not found to be significantly different[1] from the average score in 2002 (225), and was higher than the average score in 1998 (219).
- DoDEA/DDESS' average score (223) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in DDESS were higher than those in 27 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in DoDEA/DDESS who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was not found to be significantly different from 1998 (32 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

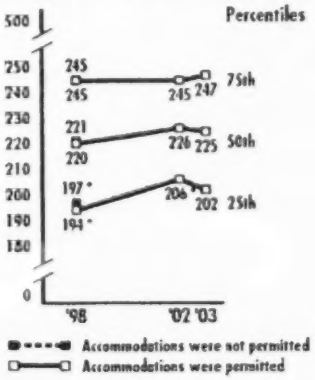
Performance of NAEP Reporting Groups in DDESS

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	218 ↓	37 ↑	36	22	6
Female	49	229	25	33	29	12
White	47 ↑	232	22	34	32	12
Black	27	213	43	36	18	3
Hispanic	18 ↑	216	41	34	19	6
Asian/Pacific Islander	3	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	37 ↑	217	36	39	20	5
Not eligible	54 ↑	227	29 ↑	32	29	11

Average Score Gaps Between Selected Groups

- In 2003, male students in DoDEA/DDESS had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (9 points).
- In 2003, White students had an average score that was higher than that of Black students (19 points). This performance gap was not significantly different from that of 1998 (19 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (16 points). This performance gap was not significantly different from that of 1998 (14 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (9 points). This performance gap was not significantly different from that of 1998 (13 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

DoDDS Grade 4 Public Schools

Snapshot Report

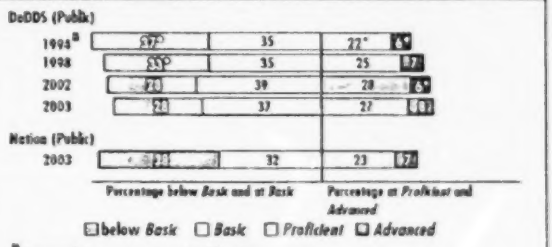
NCES 2003-451DDS

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for DoDDS

- In 2003, the average scale score for fourth-grade students in DoDDS was 225. This was not found to be significantly different[1] from the average score in 2002 (224), and was higher than the average score in 1994 (218).
- DoDEA/DoDDS' average score (225) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in DoDDS were higher than those in 35 jurisdictions, not significantly different from those in 14 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in DoDEA/DoDDS who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (33 percent), and was greater than that in 1994 (28 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

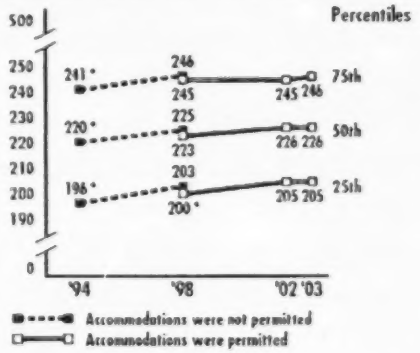
Performance of NAEP Reporting Groups in DoDDS

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	222	32	36	25	7
Female	49	228	24	38	28	10
White	49	230	22	35	32	11
Black	21 ↑	215	38	40	19	3
Hispanic	12 ↑	220	34	37	22	7
Asian/Pacific Islander	10 ↑	223	30	38	25	7
American Indian/Alaska Native	1	—	—	—	—	—

Average Score Gaps Between Selected Groups

- In 2003, male students in DoDEA/DoDDS had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of 1994 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (15 points). This performance gap was not significantly different from that of 1994 (18 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (10 points). This performance gap was not significantly different from that of 1994 (10 points).
- Data for free/reduced-price school lunch were not available in DoDDS at grade 4 to compare gaps across assessment years.

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Delaware
Grade 4
Public Schools

Snapshot Report

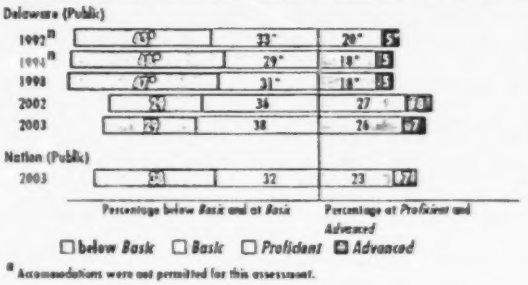
NCES 2003-458DE0

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Delaware

- In 2003, the average scale score for fourth-grade students in Delaware was 224. This was not found to be significantly different[1] from the average score in 2002 (224), and was higher than the average score in 1992 (213).
- Delaware's average score (224) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Delaware were higher than those in 33 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Delaware who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent), and was greater than that in 1992 (24 percent).

Student Percentage at NAEP Achievement Levels



[a] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

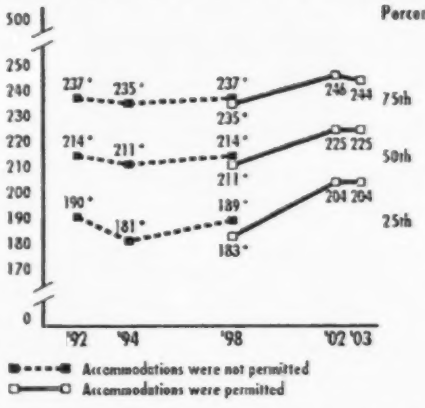
Performance of NAEP Reporting Groups in Delaware

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	222	31	39	24	5
Female	51	226	27	37	28	8
White	56	233	18	39	34	10
Black	33	211	46	38	14	2
Hispanic	8 ↑	209	47	33	17	3
Asian/Pacific Islander	3	238	14	38	36	13
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	38	212	44	38	16	2
Not eligible	54 ↓	231	20	39	32	9

Average Score Gaps Between Selected Groups

- In 2003, male students in Delaware had an average score that was lower than that of female students (4 points). This performance gap was not significantly different from that of 1992 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (22 points). This performance gap was not significantly different from that of 1992 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Delaware in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was narrower than that of 1998 (30 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card
State **Reading 2003**
District of Columbia
Grade 4
Public Schools

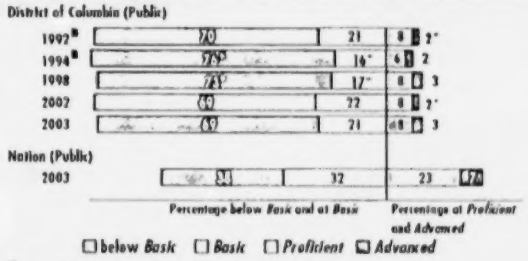
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for District of Columbia

- In 2003, the average scale score for fourth-grade students in District of Columbia was 188. This was not found to be significantly different[1] from the average score in 2002 (191), and was not found to be significantly different from the average score in 1992 (188).
- District of Columbia's average score (188) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in District of Columbia were lower than those in 52 jurisdictions.
- The percentage of students in District of Columbia who performed at or above the NAEP *Proficient* level was 10 percent in 2003. This percentage was not found to be significantly different from 2002 (10 percent), and was not found to be significantly different from 1992 (10 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

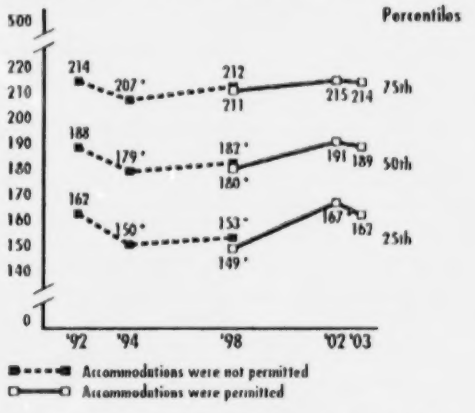
Performance of NAEP Reporting Groups in District of Columbia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	182	74	18	6	2
Female	51	195	64	23	9	4 ↑
White	5 ↑	254	10	20	33	37
Black	85 ↓	184 ↓	73	20	6	1
Hispanic	9 ↑	187	71	21	6	2
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	70 ↓	182	75	19	5	1
Not eligible	25 ↑	206	52	24	15	9

Average Score Gaps Between Selected Groups

- In 2003, male students in District of Columbia had an average score that was lower than that of female students (13 points). This performance gap was wider than that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (70 points). This performance gap was not significantly different from that of 1992 (62 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (67 points). This performance gap was not significantly different from that of 1992 (57 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was narrower than that of 1998 (42 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Florida
Grade 4
Public Schools

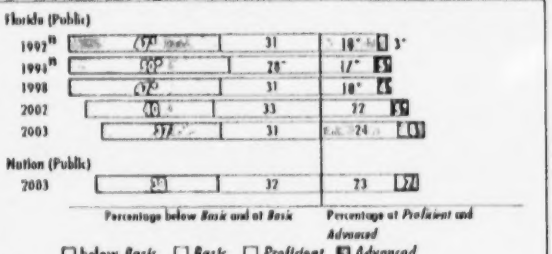
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Florida

- In 2003, the average scale score for fourth-grade students in Florida was 218. This was higher[1] than the average score in 2002 (214), and was higher than the average score in 1992 (208).
- Florida's average score (218) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Florida were higher than those in 14 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 20 jurisdictions.
- The percentage of students in Florida who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was greater than that in 2002 (27 percent), and was greater than that in 1992 (21 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

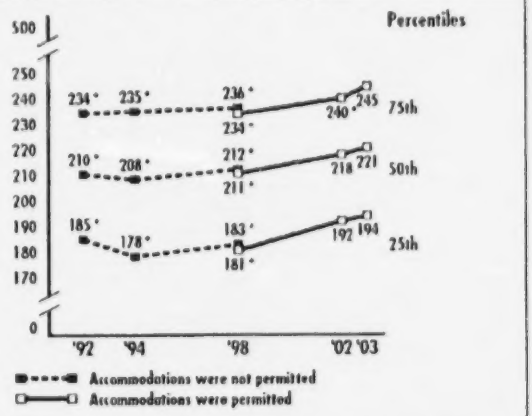
Performance of NAEP Reporting Groups in Florida

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	214	42	30	22	6
Female	49	222	33	33	25	9
White	51	229	25	33	31	11
Black	23	198	60	27	11	2
Hispanic	21	211	45	31	19	5
Asian/Pacific Islander	2	233	21	35	29	15
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	48 ↓	205	51	30	15	3
Not eligible	50 ↑	231	23	32	32	12

Average Score Gaps Between Selected Groups

- In 2003, male students in Florida had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (31 points). This performance gap was not significantly different from that of 1992 (33 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (18 points). This performance gap was not significantly different from that of 1992 (15 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (29 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Georgia
Grade 4
Public Schools

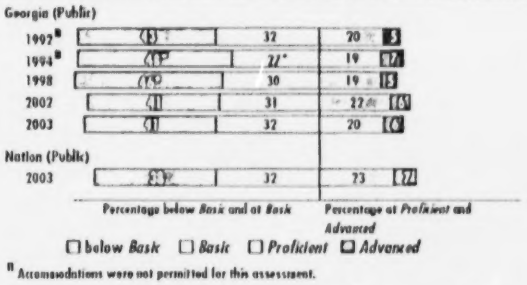
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Georgia

- In 2003, the average scale score for fourth-grade students in Georgia was 214. This was not found to be significantly different[1] from the average score in 2002 (215), and was not found to be significantly different from the average score in 1992 (212).
- Georgia's average score (214) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Georgia were higher than those in 9 jurisdictions, not significantly different from those in 8 jurisdictions, and lower than those in 35 jurisdictions.
- The percentage of students in Georgia who performed at or above the NAEP *Proficient* level was 27 percent in 2003. This percentage was not found to be significantly different from 2002 (28 percent), and was not found to be significantly different from 1992 (25 percent).

Student Percentage at NAEP Achievement Levels



B Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

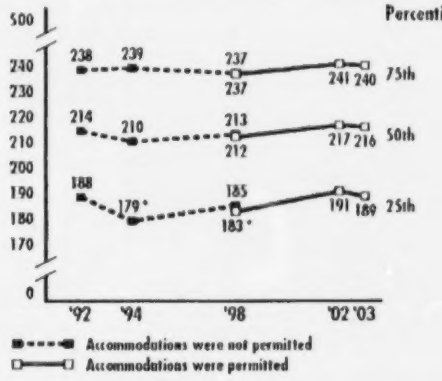
Performance of NAEP Reporting Groups in Georgia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	210	45	32	19	5
Female	48	218	37	33	22	8
White	51	226	28	34	28	10
Black	38	199	58	30	11	2
Hispanic	6	201	52	31	15	3
Asian/Pacific Islander	2	233	23	34	22	21
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	47	200	57	30	11	2
Not eligible	46	227	26	34	29	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Georgia had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of 1992 (28 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Georgia in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of 1998 (32 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ‡ Significantly higher than, ‡ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Hawaii
Grade 4
Public Schools

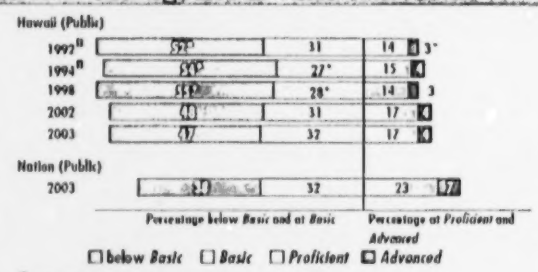
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Hawaii

- In 2003, the average scale score for fourth-grade students in Hawaii was 208. This was not found to be significantly different[1] from the average score in 2002 (208), and was higher than the average score in 1992 (203).
- Hawaii's average score (208) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Hawaii were higher than those in 2 jurisdictions, not significantly different from those in 8 jurisdictions, and lower than those in 42 jurisdictions.
- The percentage of students in Hawaii who performed at or above the NAEP *Proficient* level was 21 percent in 2003. This percentage was not found to be significantly different from 2002 (21 percent), and was greater than that in 1992 (17 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

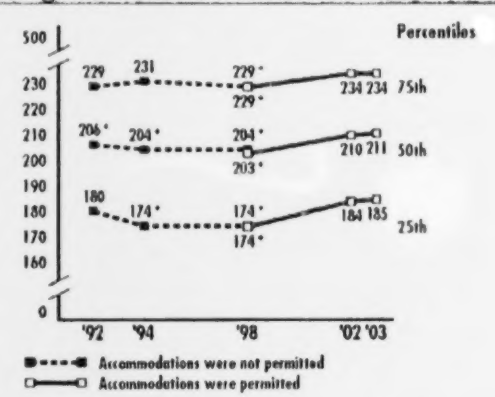
Performance of NAEP Reporting Groups in Hawaii

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	202	53	30	14	3
Female	49	215	39	35	20	6
White	16	221	32	33	26	9
Black	2	211	42	41	17	1
Hispanic	3	204	47	37	14	2
Asian/Pacific Islander	67	205	50	32	15	3
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	48	197	59	28	11	2
Not eligible	51	219	35	36	23	6

Average Score Gaps Between Selected Groups

- In 2003, male students in Hawaii had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1992 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (10 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (18 points). This performance gap was not significantly different from that of 1992 (19 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (27 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Idaho
Grade 4
Public Schools

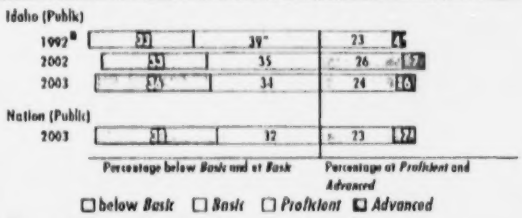
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Idaho

- In 2003, the average scale score for fourth-grade students in Idaho was 218. This was not found to be significantly different[1] from the average score in 2002 (220), and was not found to be significantly different from the average score in 1992 (219).
- Idaho's average score (218) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Idaho were higher than those in 15 jurisdictions, not significantly different from those in 17 jurisdictions, and lower than those in 20 jurisdictions.
- The percentage of students in Idaho who performed at or above the NAEP *Proficient* level was 30 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1992 (28 percent).

Student Percentage at NAEP Achievement Levels



[a] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

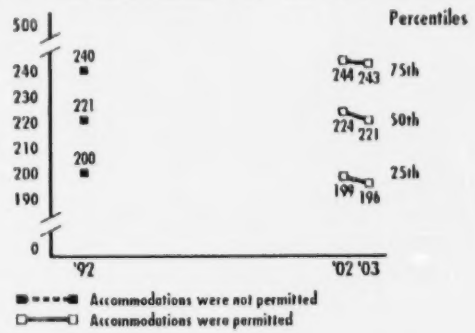
Performance of NAEP Reporting Groups in Idaho

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	216	38	34	23	5
Female	49	221	33	35	25	7
White	84	222	31	35	26	7
Black	1	---	---	---	---	---
Hispanic	13	199	61	27	11	1
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	2	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	42	207	48	33	17	3
Not eligible	52	226	27	36	29	9

Average Score Gaps Between Selected Groups

- In 2003, male students in Idaho had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of 1992 (4 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Idaho.
- In 2003, White students had an average score that was higher than that of Hispanic students (23 points). This performance gap was not significantly different from that of 1992 (23 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of 2002 (19 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. | Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Illinois
Grade 4
Public Schools

Snapshot Report

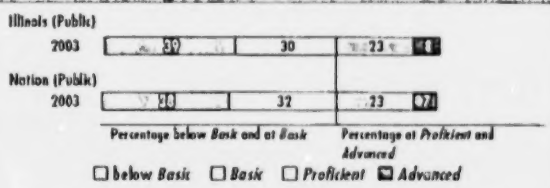
NCES 2003-453IL4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Illinois

- In 2003, the average scale score for fourth-grade students in Illinois was 216.
- Illinois' average score (216) in 2003 was not found to be significantly different[1] from that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Illinois were higher than those in 9 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 25 jurisdictions.
- The percentage of students in Illinois who performed at or above the NAEP *Proficient* level was 31 percent in 2003. The percentage of students in Illinois who performed at or above the *Basic* level was 61 percent.

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

Performance of NAEP Reporting Groups in Illinois

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	214	41	31	22	6
Female	49	219	37	30	24	9
White	60	228	26	33	30	11
Black	21 ↑	194	64	26	9	2
Hispanic	16	197	58	27	13	2
Asian/Pacific Islander	2 ↓	235 ↑	16 ↓	38	35	11
American Indian/Alaska Native	# ↓	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	42	197 ↓	59 ↑	27	12	2
Not eligible	54	232	22	33	33	12

Average Score Gaps Between Selected Groups

- In 2003, male students in Illinois had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of the Nation (8 points).
- In 2003, White students had an average score that was higher than that of Black students (34 points). This performance gap was not significantly different from that of the Nation (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (31 points). This performance gap was not significantly different from that of the Nation (28 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (35 points). This performance gap was wider than that of the Nation (28 points).

Reading Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Illinois	191	219	244
Nation (Public)	193	219	243

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 243, and 75 percent of students in Illinois scored below 244.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Illinois.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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The Nation's Report Card

State **Reading 2003**

Indiana
Grade 4
Public Schools

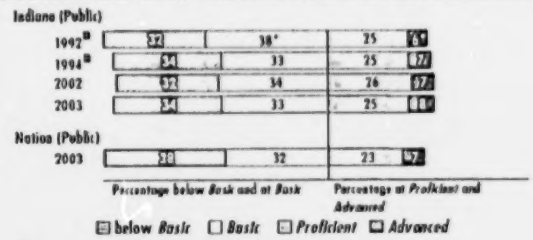
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Indiana

- In 2003, the average scale score for fourth-grade students in Indiana was 220. This was not found to be significantly different[1] from the average score in 2002 (222), and was not found to be significantly different from the average score in 1992 (221).
- Indiana's average score (220) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Indiana were higher than those in 18 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 8 jurisdictions.
- The percentage of students in Indiana who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (33 percent), and was not found to be significantly different from 1992 (30 percent).

Student Percentage at NAEP Achievement Levels



[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

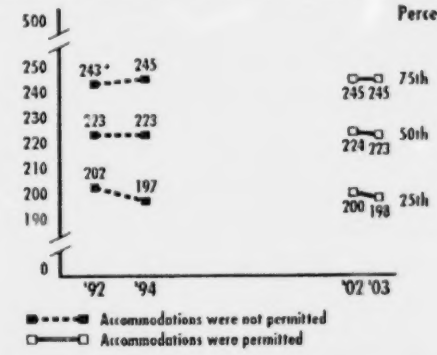
Performance of NAEP Reporting Groups in Indiana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	216	38	34	23	6
Female	51	224	30	33	27	10
White	80	224	29	34	27	9
Black	12	197	62	27	9	2
Hispanic	5	212	42	32	21	5
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	35	205	51	30	15	3
Not eligible	63	229	25	35	30	10

Average Score Gaps Between Selected Groups

- In 2003, male students in Indiana had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of 1992 (25 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Indiana in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 2002 (23 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Iowa
Grade 4
Public Schools

Snapshot Report

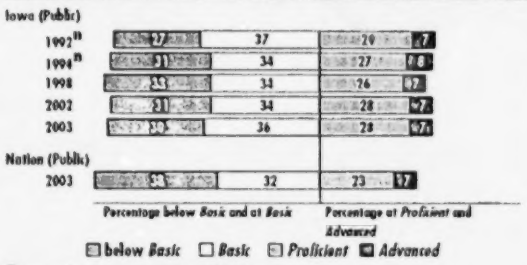
NCES 2004-452IA4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Iowa

- In 2003, the average scale score for fourth-grade students in Iowa was 223. This was not found to be significantly different[1] from the average score in 2002 (223), and was not found to be significantly different from the average score in 1992 (225).
- Iowa's average score (223) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Iowa were higher than those in 27 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Iowa who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent), and was not found to be significantly different from 1992 (36 percent).

Student Percentage at NAEP Achievement Levels



[!] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

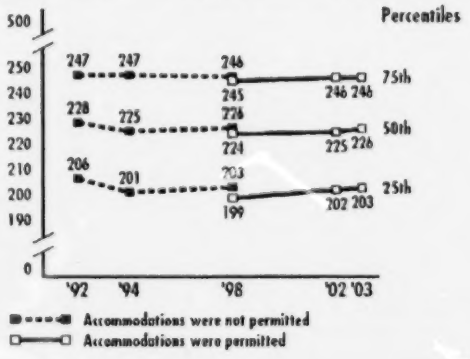
Performance of NAEP Reporting Groups in Iowa

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	220	33	36	26	5
Female	49	227	26	35	29	9
White	87	226	26	36	30	8
Black	5	196	66	26	8	1
Hispanic	5	205	52	31	16	1
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	32	209	47	34	16	2
Not eligible	67	230	22	36	33	9

Average Score Gaps Between Selected Groups

- In 2003, male students in Iowa had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (30 points). This performance gap was wider than that of 1992 (18 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Iowa in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (21 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↓ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Kansas
Grade 4
Public Schools

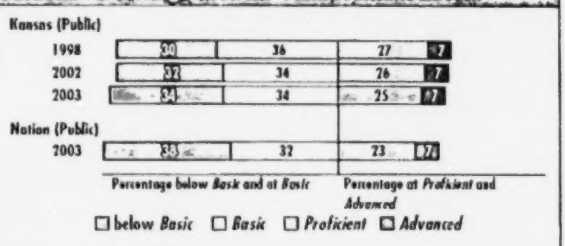
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Kansas

- In 2003, the average scale score for fourth-grade students in Kansas was 220. This was not found to be significantly different[1] from the average score in 2002 (222), and was not found to be significantly different from the average score in 1998 (221).
- Kansas' average score (220) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Kansas were higher than those in 16 jurisdictions, not significantly different from those in 28 jurisdictions, and lower than those in 8 jurisdictions.
- The percentage of students in Kansas who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was not found to be significantly different from 1998 (34 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

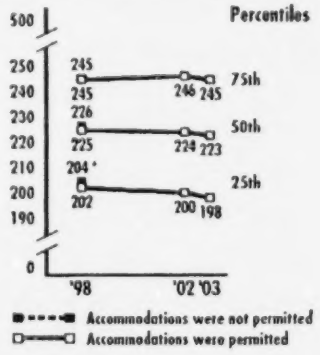
Performance of NAEP Reporting Groups in Kansas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	216	38	33	23	6
Female	48	224	29	34	27	9
White	78	225	29	35	28	9
Black	10	197	60	26	12	2
Hispanic	8	207	49	32	16	3
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	41	206	49	32	15	3
Not eligible	58	230	23	34	32	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Kansas had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1998 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (18 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (23 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Kentucky
Grade 4
Public Schools

Snapshot Report

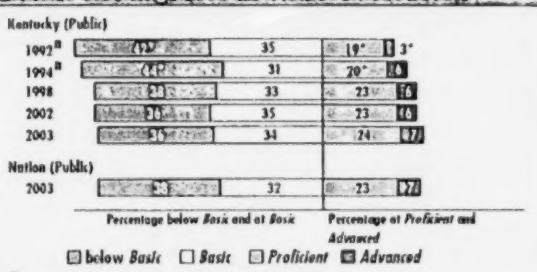
NCES 2003-453KY4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Kentucky

- In 2003, the average scale score for fourth-grade students in Kentucky was 219. This was not found to be significantly different[1] from the average score in 2002 (219), and was higher than the average score in 1992 (213).
- Kentucky's average score (219) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Kentucky were higher than those in 16 jurisdictions, not significantly different from those in 25 jurisdictions, and lower than those in 11 jurisdictions.
- The percentage of students in Kentucky who performed at or above the NAEP *Proficient* level was 31 percent in 2003. This percentage was not found to be significantly different from 2002 (30 percent), and was greater than that in 1992 (23 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

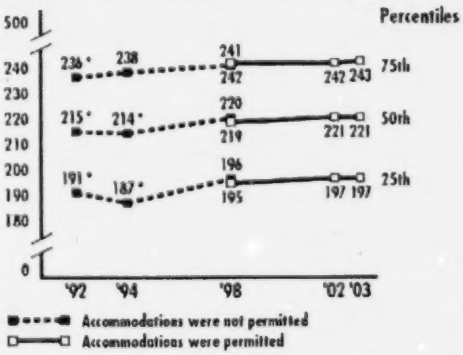
Performance of NAEP Reporting Groups in Kentucky

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	215	40	33	22	5
Female	51	223	32	34	26	8
White	85	221	33	35	26	7
Black	12	202	56	28	13	2
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	50	209	47	32	18	3
Not eligible	47	229	24	35	31	10

Average Score Gaps Between Selected Groups

- In 2003, male students in Kentucky had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of 1992 (18 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Kentucky.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (21 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

— Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Louisiana
Grade 4
Public Schools

Snapshot Report

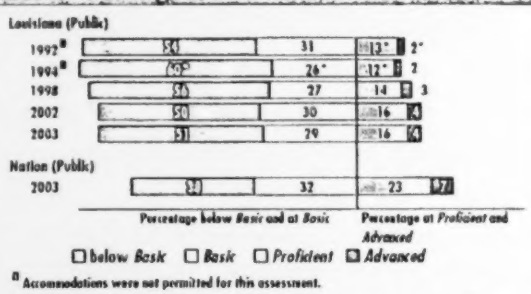
NCES 2003-458LA

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Louisiana

- In 2003, the average scale score for fourth-grade students in Louisiana was 205. This was not found to be significantly different[1] from the average score in 2002 (207), and was not found to be significantly different from the average score in 1992 (204).
- Louisiana's average score (205) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Louisiana were higher than those in 1 jurisdiction, not significantly different from those in 6 jurisdictions, and lower than those in 45 jurisdictions.
- The percentage of students in Louisiana who performed at or above the NAEP *Proficient* level was 20 percent in 2003. This percentage was not found to be significantly different from 2002 (20 percent), and was greater than that in 1992 (15 percent).

Student Percentage at NAEP Achievement Levels



B Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

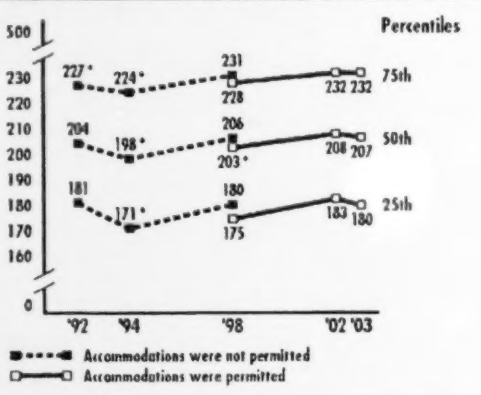
Performance of NAEP Reporting Groups in Louisiana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	200	56	27	14	3
Female	48	210	46	31	18	4
White	44	223	30	37	26	7
Black	53	189	70	22	7	1
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	63	195	62	26	10	1
Not eligible	33	224	30	34	28	8

Average Score Gaps Between Selected Groups

- In 2003, male students in Louisiana had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (35 points). This performance gap was wider than that of 1992 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Louisiana.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (32 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
‡ Significantly higher than, ‡ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State Reading 2003

Maine
Grade 4
Public Schools

Snapshot Report

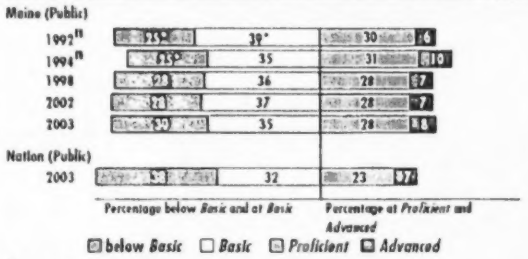
NCES 2004-456ME4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Maine

- In 2003, the average scale score for fourth-grade students in Maine was 224. This was not found to be significantly different[1] from the average score in 2002 (225), and was lower than the average score in 1992 (227).
- Maine's average score (224) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Maine were higher than those in 31 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Maine who performed at or above the NAEP *Proficient* level was 36 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent), and was not found to be significantly different from 1992 (36 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

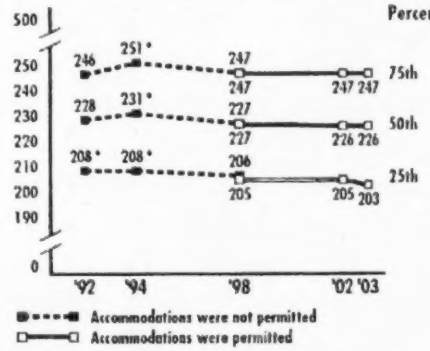
Performance of NAEP Reporting Groups in Maine

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	221	32	36	25	7
Female	49	226	27	34	30	9
White	95	224	29	35	28	8
Black	2	—	—	—	—	—
Hispanic	1	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-price school lunch						
Eligible	33	213	43	34	20	4
Not eligible	65	230	23	35	32	10

Average Score Gaps Between Selected Groups

- In 2003, male students in Maine had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 1992 (4 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Maine.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Maine.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 1998 (15 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Maryland
Grade 4
Public Schools

Snapshot Report

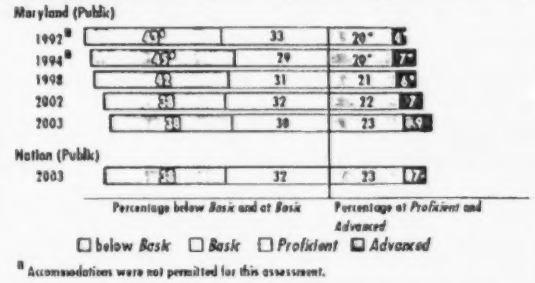
NCES 2003-453MP4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Maryland

- In 2003, the average scale score for fourth-grade students in Maryland was 219. This was not found to be significantly different[1] from the average score in 2002 (217), and was higher than the average score in 1992 (211).
- Maryland's average score (219) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Maryland were higher than those in 15 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 14 jurisdictions.
- The percentage of students in Maryland who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (30 percent), and was greater than that in 1992 (24 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

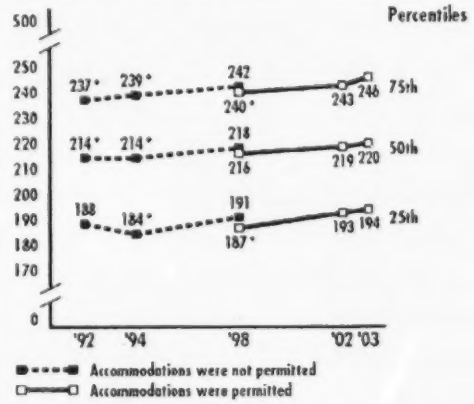
Performance of NAEP Reporting Groups in Maryland

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	215	42	29	21	8
Female	50	222	34	31	26	10
White	52	231	24	32	31	13
Black	37	200	59	28	12	2
Hispanic	5	209	48	28	20	3
Asian/Pacific Islander	5	237	20	28	33	18
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	34	199	60	27	12	2
Not eligible	61	230	26	32	30	13

Average Score Gaps Between Selected Groups

- In 2003, male students in Maryland had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (9 points).
- In 2003, White students had an average score that was higher than that of Black students (31 points). This performance gap was not significantly different from that of 1992 (29 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (22 points). This performance gap was not significantly different from that of 1992 (24 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (31 points). This performance gap was not significantly different from that of 1998 (30 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Massachusetts
Grade 4
Public Schools

Snapshot Report

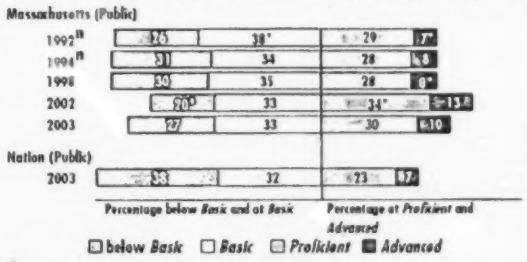
NCES 2004-458MA4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Massachusetts

- In 2003, the average scale score for fourth-grade students in Massachusetts was 228. This was lower[1] than the average score in 2002 (234), and was not found to be significantly different from the average score in 1992 (226).
- Massachusetts' average score (228) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Massachusetts were higher than those in 48 jurisdictions, and not significantly different from those in 4 jurisdictions.
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 40 percent in 2003. This percentage was smaller than that in 2002 (47 percent), and was not found to be significantly different from 1992 (36 percent).

Student Percentage at NAEP Achievement Levels



B Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

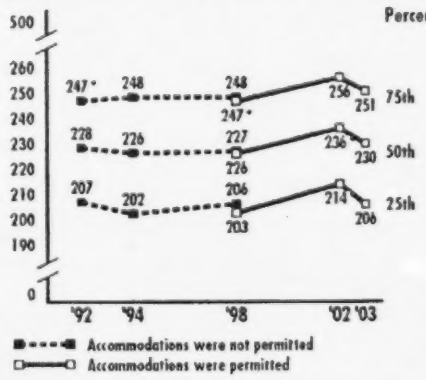
Performance of NAEP Reporting Groups in Massachusetts

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	53 ↑	225 ↓	29 ↑	33	29	8
Female	47 ↓	231 ↓	24 ↑	33	30	13
White	74	234 ↓	19 ↑	33	35	13
Black	10	207	50	35	13	2
Hispanic	11	202	57	28	13	2
Asian/Pacific Islander	4	229	26	34	27	13
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-price school lunch						
Eligible	29	210	47	34	17	3
Not eligible	62	236 ↓	17 ↑	32	37	14

Average Score Gaps Between Selected Groups

- In 2003, male students in Massachusetts had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 1992 (2 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of 1992 (26 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (32 points). This performance gap was not significantly different from that of 1992 (34 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (28 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Michigan
Grade 4
Public Schools

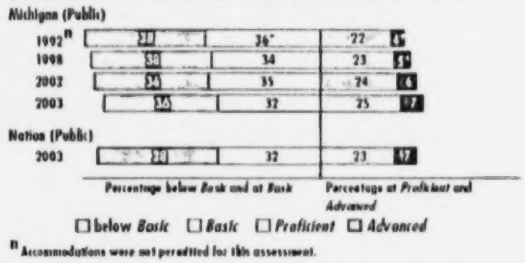
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Michigan

- In 2003, the average scale score for fourth-grade students in Michigan was 219. This was not found to be significantly different[1] from the average score in 2002 (219), and was not found to be significantly different from the average score in 1992 (216).
- Michigan's average score (219) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Michigan were higher than those in 16 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students in Michigan who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (30 percent), and was greater than that in 1992 (26 percent).

Student Percentage at NAEP Achievement Levels



D Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

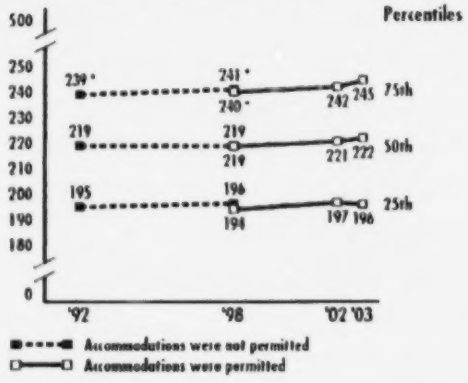
Performance of NAEP Reporting Groups in Michigan

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	216	39	31	23	6
Female	51	222	33	33	26	8
White	71	228	25	35	31	9
Black	21	189	70	21	7	1
Hispanic	5	205	52	32	12	3
Asian/Pacific Islander	2	232	25	24	35	16
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	36	201	57	27	13	3
Not eligible	63	229	24	35	31	10

Average Score Gaps Between Selected Groups

- In 2003, male students in Michigan had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of 1992 (4 points).
- In 2003, White students had an average score that was higher than that of Black students (40 points). This performance gap was not significantly different from that of 1992 (35 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Michigan in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (24 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. -- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Minnesota
Grade 4
Public Schools

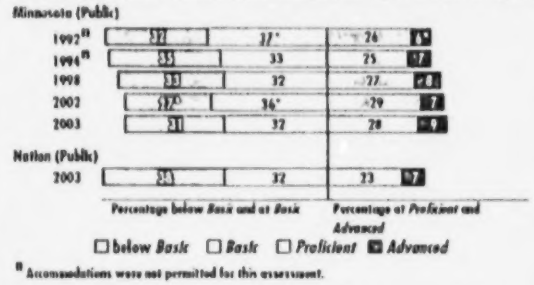
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Minnesota

- In 2003, the average scale score for fourth-grade students in Minnesota was 223. This was not found to be significantly different[1] from the average score in 2002 (225), and was not found to be significantly different from the average score in 1992 (221).
- Minnesota's average score (223) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Minnesota were higher than those in 26 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Minnesota who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was greater than that in 1992 (31 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

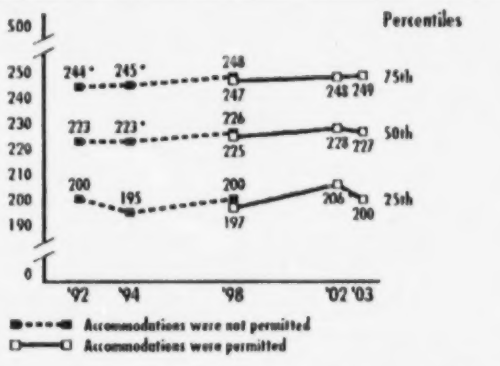
Performance of NAEP Reporting Groups in Minnesota

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	216 ↓	37 ↑	31	25	6
Female	49	229	25	32	32	12
White	81	229	24	33	32	11
Black	8	194	62	25	12	2
Hispanic	4	195	64	20	12	4
Asian/Pacific Islander	6	197 ↓	63 ↑	22	12	3
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-price school lunch						
Eligible	29	203 ↓	52 ↑	29	16 ↓	3
Not eligible	71 ↑	231	23	33	33	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Minnesota had an average score that was lower than that of female students (13 points). This performance gap was wider than that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (35 points). This performance gap was not significantly different from that of 1992 (34 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Minnesota in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of 1998 (30 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Mississippi
Grade 4
Public Schools

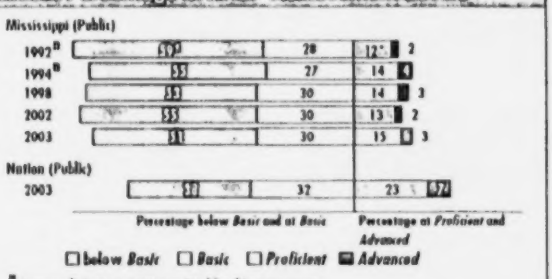
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Mississippi

- In 2003, the average scale score for fourth-grade students in Mississippi was 205. This was not found to be significantly different[1] from the average score in 2002 (203), and was higher than the average score in 1992 (199).
- Mississippi's average score (205) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Mississippi were higher than those in 1 jurisdiction, not significantly different from those in 7 jurisdictions, and lower than those in 44 jurisdictions.
- The percentage of students in Mississippi who performed at or above the NAEP *Proficient* level was 18 percent in 2003. This percentage was not found to be significantly different from 2002 (16 percent), and was greater than that in 1992 (14 percent).

Student Percentage at NAEP Achievement Levels



* Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

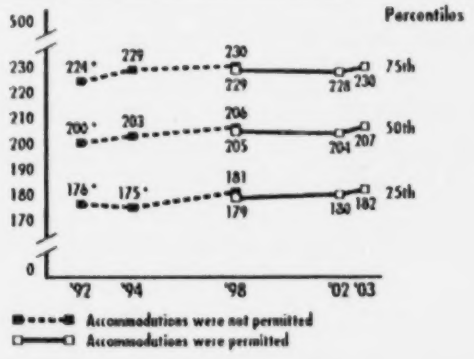
Performance of NAEP Reporting Groups in Mississippi

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	202	55	28	14	2
Female	48	209	48	32	16	4
White	45	221	33	37	25	6
Black	53	192	67	25	7	1
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	66	197	62	27	9	1
Not eligible	28	226	28	37	28	7

Average Score Gaps Between Selected Groups

- In 2003, male students in Mississippi had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of 1992 (31 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Mississippi.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (26 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Missouri
Grade 4
Public Schools

Snapshot Report

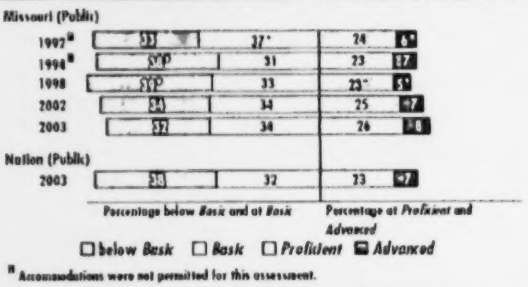
NCES 2003-453MO4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Missouri

- In 2003, the average scale score for fourth-grade students in Missouri was 222. This was not found to be significantly different[1] from the average score in 2002 (220), and was not found to be significantly different from the average score in 1992 (220).
- Missouri's average score (222) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Missouri were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Missouri who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was greater than that in 1992 (30 percent).

Student Percentage at NAEP Achievement Levels



* Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

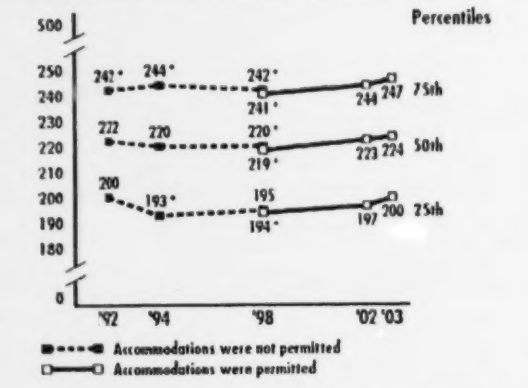
Performance of NAEP Reporting Groups in Missouri

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	219	35	34	24	7
Female	50	226	29	34	28	10
White	78	227	27	34	29	9
Black	18	203	54	32	13	1
Hispanic	3	218	39	31	22	8
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	39	208	48	33	16	3
Not eligible	56	232	22	34	33	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Missouri had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1992 (30 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Missouri in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (22 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

\# The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
† Significantly higher than, ‡ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Montana
Grade 4
Public Schools

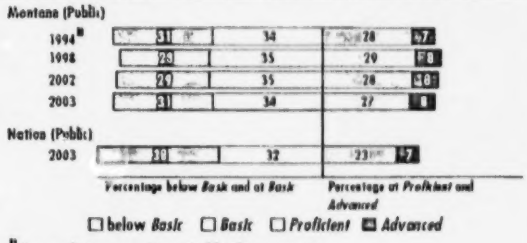
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Montana

- In 2003, the average scale score for fourth-grade students in Montana was 223. This was not found to be significantly different[1] from the average score in 2002 (224), and was not found to be significantly different from the average score in 1994 (222).
- Montana's average score (223) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Montana were higher than those in 26 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Montana who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (36 percent), and was not found to be significantly different from 1994 (35 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

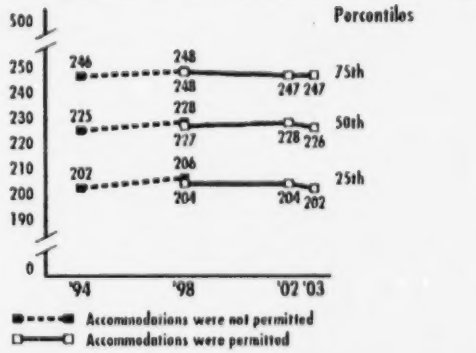
Performance of NAEP Reporting Groups in Montana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	218	35	35	24	6
Female	49	228	26	34	30	10
White	85	227	26	36	29	9
Black	1	---	---	---	---	---
Hispanic	2	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	11	195 ↓	62 ↑	23 ↓	13	2
Free/reduced-price school lunch						
Eligible	36	208	47	33	17	3
Not eligible	58	232	20	35	33	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Montana had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1994 (9 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Montana.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Montana.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (21 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Nebraska
Grade 4
Public Schools

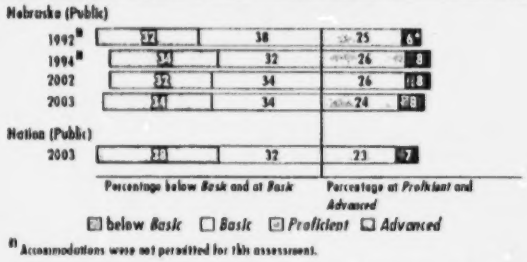
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Nebraska

- In 2003, the average scale score for fourth-grade students in Nebraska was 221. This was not found to be significantly different[1] from the average score in 2002 (222), and was not found to be significantly different from the average score in 1992 (221).
- Nebraska's average score (221) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Nebraska were higher than those in 18 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 8 jurisdictions.
- The percentage of students in Nebraska who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was not found to be significantly different from 1992 (31 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

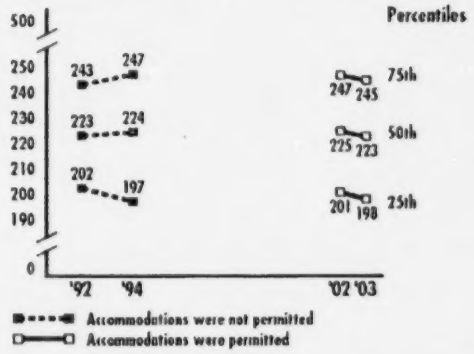
Performance of NAEP Reporting Groups in Nebraska

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	218	37	33	23	7
Female	51	223	31	35	26	9
White	81	225	29	35	27	9
Black	6	203	53	30	14	3
Hispanic	9	202	56	30	12	2
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	2	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	34	207	48	32	16	3
Not eligible	59	229	25	35	29	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Nebraska had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (21 points). This performance gap was not significantly different from that of 1992 (28 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (23 points). This performance gap was not significantly different from that of 1992 (19 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 2002 (22 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Nevada
Grade 4
Public Schools

Snapshot Report

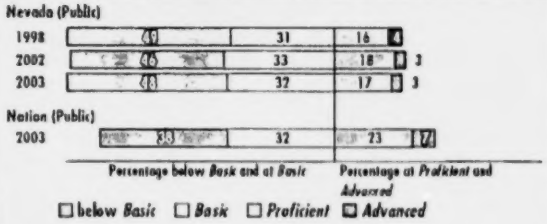
NCES 2003-457NV4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Nevada

- In 2003, the average scale score for fourth-grade students in Nevada was 207. This was not found to be significantly different[1] from the average score in 2002 (209), and was not found to be significantly different from the average score in 1998 (206).
- Nevada's average score (207) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Nevada were higher than those in 1 jurisdiction, not significantly different from those in 7 jurisdictions, and lower than those in 44 jurisdictions.
- The percentage of students in Nevada who performed at or above the NAEP *Proficient* level was 20 percent in 2003. This percentage was not found to be significantly different from 2002 (21 percent), and was not found to be significantly different from 1998 (20 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

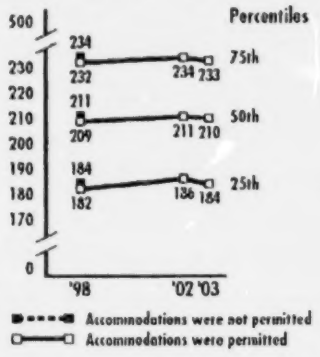
Performance of NAEP Reporting Groups in Nevada

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	202	54	30	14	2
Female	50	211	42	33	20	4
White	54	217	37	36	22	5
Black	10	193	63	27	9	1
Hispanic	28	192	64	25	10	1
Asian/Pacific Islander	6	214	41	38	19	3
American Indian/Alaska Native	2	190	66	22	12	#
Free/reduced-price school lunch						
Eligible	41	192	65	26	9	1
Not eligible	54	218	36	36	23	5

Average Score Gaps Between Selected Groups

- In 2003, male students in Nevada had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1998 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of 1998 (25 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

New Hampshire
Grade 4
Public Schools

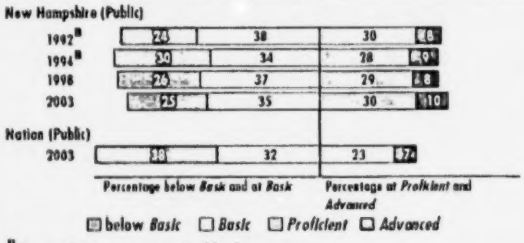
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New Hampshire

- In 2003, the average scale score for fourth-grade students in New Hampshire was 228. This was not found to be significantly different[1] from the average score in 1998 (226), and was not found to be significantly different from the average score in 1992 (228).
- New Hampshire's average score (228) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in New Hampshire were higher than those in 48 jurisdictions, and not significantly different from those in 4 jurisdictions.
- The percentage of students in New Hampshire who performed at or above the NAEP *Proficient* level was 40 percent in 2003. This percentage was not found to be significantly different from 1998 (37 percent), and was not found to be significantly different from 1992 (38 percent).

Student Percentage at NAEP Achievement Levels



[a] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

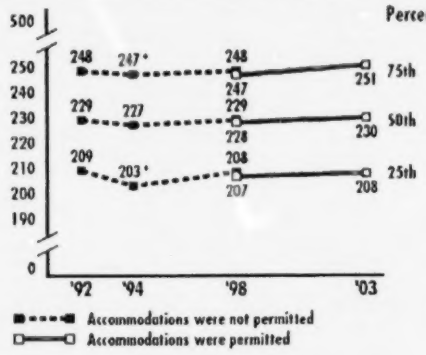
Performance of NAEP Reporting Groups in New Hampshire

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	224	29	37	28	7
Female	50	232	22	33	33	12
White	94	229	24	35	31	10
Black	2	---	---	---	---	---
Hispanic	2	206	52	29	15	3
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	17	206	49	32	16	2
Not eligible	73	233	20	35	34	11

Average Score Gaps Between Selected Groups

- In 2003, male students in New Hampshire had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (7 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in New Hampshire.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in New Hampshire in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (19 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, and 2003 Reading Assessments.

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The Nation's Report Card

State Reading 2003

New Jersey
Grade 4
Public Schools

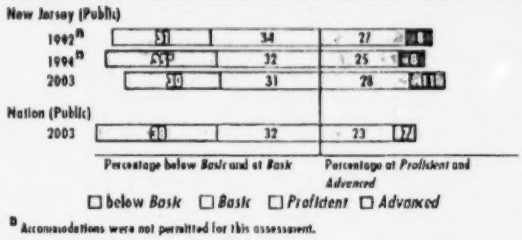
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New Jersey

- In 2003, the average scale score for fourth-grade students in New Jersey was 225. This was higher[1] than the average score in 1994 (219), and was not found to be significantly different from the average score in 1992 (223).
- New Jersey's average score (225) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in New Jersey were higher than those in 34 jurisdictions, and not significantly different from those in 18 jurisdictions.
- The percentage of students in New Jersey who performed at or above the NAEP *Proficient* level was 39 percent in 2003. This percentage was greater than that in 1994 (33 percent), and was not found to be significantly different from 1992 (35 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

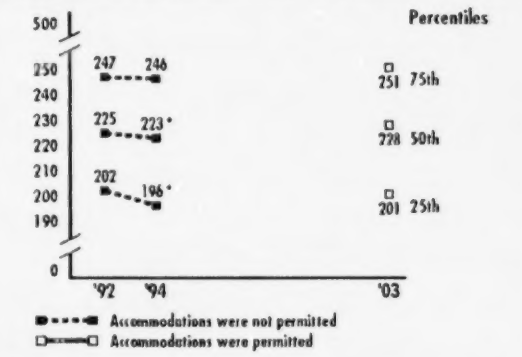
Performance of NAEP Reporting Groups in New Jersey

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51 ↑	222 ↑	33	31	26	9
Female	49 ↓	229 ↑	27 ↓	31	30	12
White	58	235 ↑	18	32	35	14
Black	18	200	59	27	12	2
Hispanic	16	212 ↑	44 ↓	34 ↑	18	4
Asian/Pacific Islander	7	235	21	32	30	17
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	30	203	54	31	13	2
Not eligible	62	234	20	32	34	14

Average Score Gaps Between Selected Groups

- In 2003, male students in New Jersey had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (36 points). This performance gap was not significantly different from that of 1992 (35 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (24 points). This performance gap was narrower than that of 1992 (38 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (30 points). This performance gap was not significantly different from that of the Nation (28 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 1994.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

New Mexico
Grade 4
Public Schools

Snapshot Report

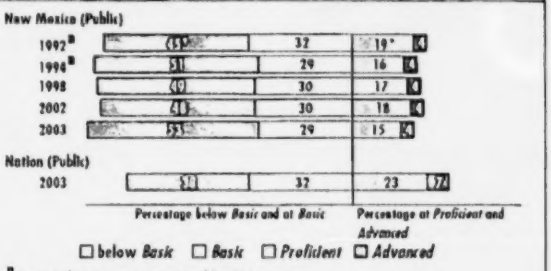
NCES 2003-453NMX

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New Mexico

- In 2003, the average scale score for fourth-grade students in New Mexico was 203. This was not found to be significantly different[1] from the average score in 2002 (208), and was lower than the average score in 1992 (211).
- New Mexico's average score (203) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in New Mexico were higher than those in 1 jurisdiction, not significantly different from those in 5 jurisdictions, and lower than those in 46 jurisdictions.
- The percentage of students in New Mexico who performed at or above the NAEP *Proficient* level was 19 percent in 2003. This percentage was not found to be significantly different from 2002 (21 percent), and was not found to be significantly different from 1992 (23 percent).

Student Percentage at NAEP Achievement Levels



[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

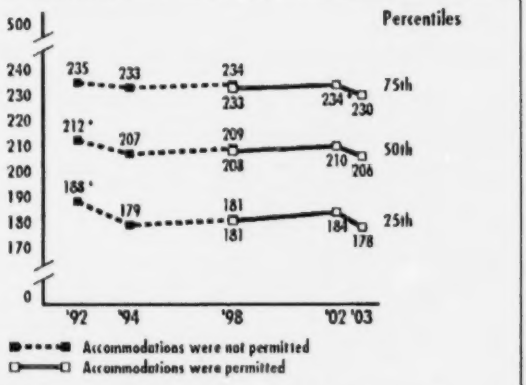
Performance of NAEP Reporting Groups in New Mexico

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	201	55	28	14	3
Female	49	206	51	29	16	4
White	32	222	33	33	26	8
Black	3	202	55	28	15	3
Hispanic	51	197	59	28	11	2
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	13	182	75	19	5	1
Free/reduced-price school lunch						
Eligible	67 ↑	195 ↓	62	25	11	2
Not eligible	26	221	33	36	24	8

Average Score Gaps Between Selected Groups

- In 2003, male students in New Mexico had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 1992 (4 points).
- In 2003, White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of 1992 (21 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of 1992 (23 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (30 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

New York
Grade 4
Public Schools

Snapshot Report

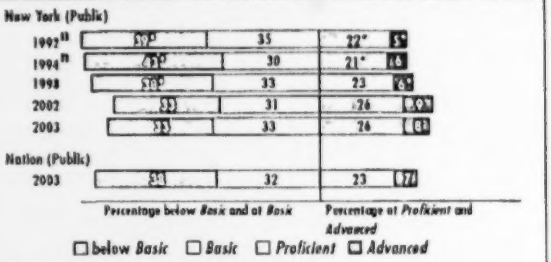
NCES 2003-453NY

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New York

- In 2003, the average scale score for fourth-grade students in New York was 222. This was not found to be significantly different[1] from the average score in 2002 (222), and was higher than the average score in 1992 (215).
- New York's average score (222) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in New York were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in New York who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent), and was greater than that in 1992 (27 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

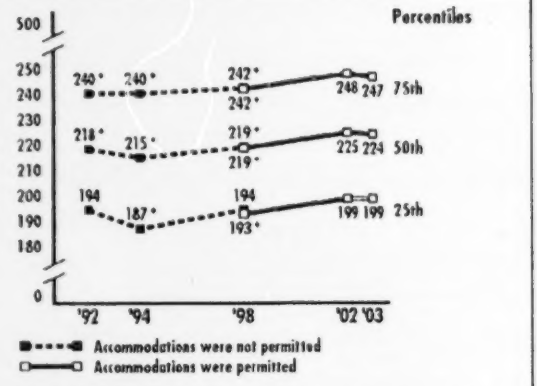
Performance of NAEP Reporting Groups in New York

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	218	37	33	23	7
Female	50	226	28	34	28	10
White	52	235	18	35	35	13
Black	20	203	56	30	12	2
Hispanic	21	208	49	32	16	3
Asian/Pacific Islander	5	230	25	33	30	12
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	52	208	49	32	16	3
Not eligible	45	238	15	34	37	15

Average Score Gaps Between Selected Groups

- In 2003, male students in New York had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (32 points). This performance gap was not significantly different from that of 1992 (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was narrower than that of 1992 (42 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (30 points). This performance gap was not significantly different from that of 1998 (35 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
† Significantly higher than, ‡ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

North Carolina
Grade 4
Public Schools

Snapshot Report

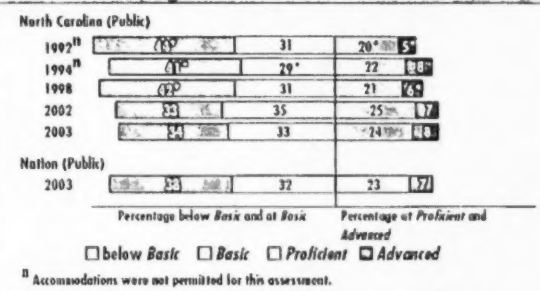
NCES 2003-453NC4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for North Carolina

- In 2003, the average scale score for fourth-grade students in North Carolina was 221. This was not found to be significantly different[1] from the average score in 2002 (222), and was higher than the average score in 1992 (212).
- North Carolina's average score (221) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in North Carolina were higher than those in 19 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in North Carolina who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was greater than that in 1992 (25 percent).

Student Percentage at NAEP Achievement Levels



[!] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

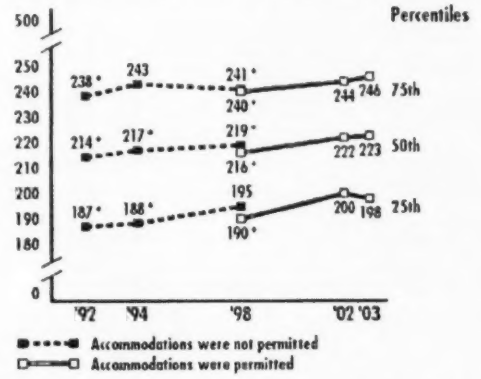
Performance of NAEP Reporting Groups in North Carolina

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	216	40	33	21	6
Female	50	227	29	33	27	11
White	58	232	23	33	32	12
Black	29	203	56	32	10	2
Hispanic	6	212	44	32	19	5
Asian/Pacific Islander	2	227	27	38	25	11
American Indian/Alaska Native	2	200	59	33	7	1
Free/reduced-price school lunch						
Eligible	42	206	52	33	14	2
Not eligible	52	233	22	33	32	13

Average Score Gaps Between Selected Groups

- In 2003, male students in North Carolina had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of 1992 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Carolina in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of 1998 (26 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

North Dakota
Grade 4
Public Schools

Snapshot Report

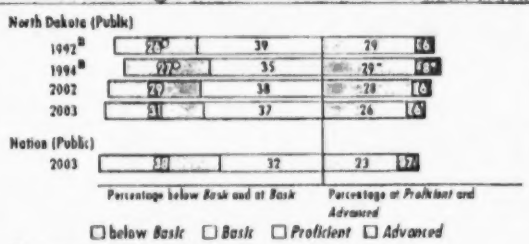
NCES 2003-453(ND)

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for North Dakota

- In 2003, the average scale score for fourth-grade students in North Dakota was 222. This was not found to be significantly different[1] from the average score in 2002 (224), and was lower than the average score in 1992 (226).
- North Dakota's average score (222) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in North Dakota were higher than those in 21 jurisdictions, not significantly different from those in 25 jurisdictions, and lower than those in 6 jurisdictions.
- The percentage of students in North Dakota who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was not found to be significantly different from 1992 (35 percent).

Student Percentage at NAEP Achievement Levels



B Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

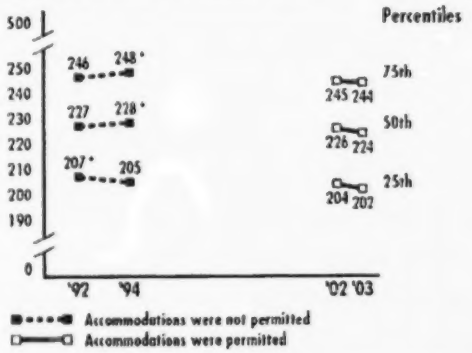
Performance of NAEP Reporting Groups in North Dakota

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	218	35	37	23	5
Female	49	225	28	37	29	7
White	88	224	28	38	28	6
Black	1	---	---	---	---	---
Hispanic	2	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	9	202	57	30	11	2
Free/reduced-price school lunch						
Eligible	33	210	45	36	16	2
Not eligible	66	227	25	37	31	8

Average Score Gaps Between Selected Groups

- In 2003, male students in North Dakota had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (3 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in North Dakota.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Dakota.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 2002 (15 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Ohio
Grade 4
Public Schools

Snapshot Report

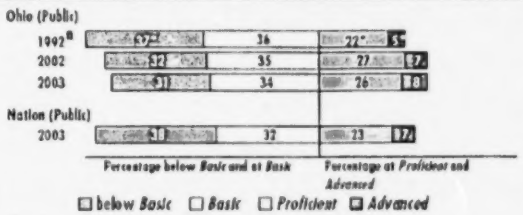
NCES 2004-458OHA

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Ohio

- In 2003, the average scale score for fourth-grade students in Ohio was 222. This was not found to be significantly different[1] from the average score in 2002 (222), and was higher than the average score in 1992 (217).
- Ohio's average score (222) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Ohio were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Ohio who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was greater than that in 1992 (27 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

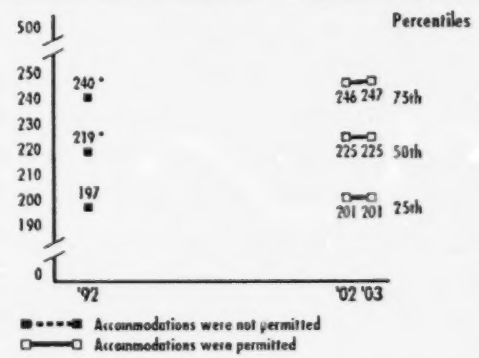
Performance of NAEP Reporting Groups in Ohio

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	218	35	34	24	7
Female	50	226	27	35	28	9
White	78	226	26	36	29	9
Black	17	202	56	29	13	3
Hispanic	2	207	52	25	18	5
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	35	206	49	32	15	3
Not eligible	57	231	21	35	32	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Ohio had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1992 (23 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Ohio in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 2002 (24 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
‡ Significantly higher than, ‡ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2000 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Oklahoma
Grade 4
Public Schools

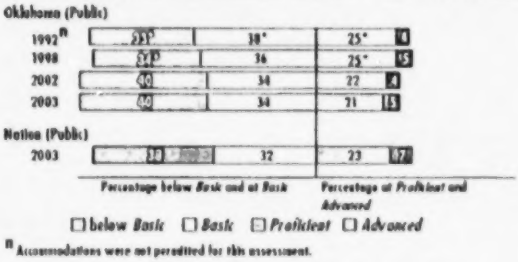
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Oklahoma

- In 2003, the average scale score for fourth-grade students in Oklahoma was 214. This was not found to be significantly different[1] from the average score in 2002 (213), and was lower than the average score in 1992 (220).
- Oklahoma's average score (214) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Oklahoma were higher than those in 9 jurisdictions, not significantly different from those in 8 jurisdictions, and lower than those in 35 jurisdictions.
- The percentage of students in Oklahoma who performed at or above the NAEP *Proficient* level was 26 percent in 2003. This percentage was not found to be significantly different from 2002 (26 percent), and was not found to be significantly different from 1992 (29 percent).

Student Percentage at NAEP Achievement Levels



n Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

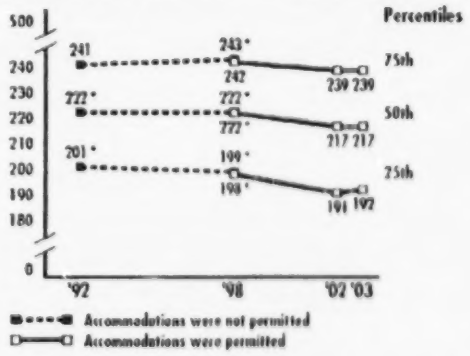
Performance of NAEP Reporting Groups in Oklahoma

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	210	43	35	19	4
Female	51	217	37	34	23	6
White	61	220	32	36	25	6
Black	11	195	59	29	11	1
Hispanic	7	200	56	29	13	2
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	18	206	48	34	15	3
Free/reduced-price school lunch						
Eligible	55	204	51	32	15	2
Not eligible	42	227	25	37	30	8

Average Score Gaps Between Selected Groups

- In 2003, male students in Oklahoma had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1992 (22 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (21 points). This performance gap was not significantly different from that of 1992 (16 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (23 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nations/reportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Oregon
Grade 4
Public Schools

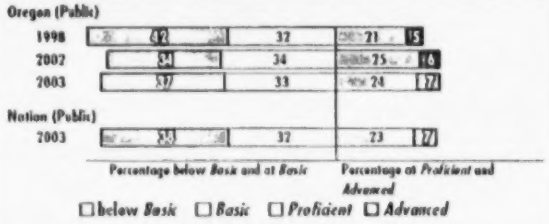
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Oregon

- In 2003, the average scale score for fourth-grade students in Oregon was 218. This was not found to be significantly different[1] from the average score in 2002 (220), and was higher than the average score in 1998 (212).
- Oregon's average score (218) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Oregon were higher than those in 13 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 21 jurisdictions.
- The percentage of students in Oregon who performed at or above the NAEP *Proficient* level was 31 percent in 2003. This percentage was not found to be significantly different from 2002 (31 percent), and was not found to be significantly different from 1998 (26 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

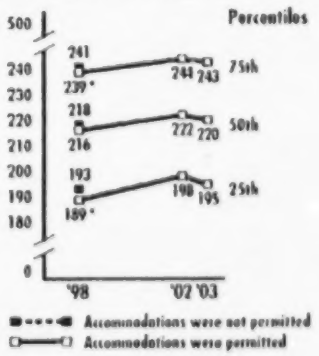
Performance of NAEP Reporting Groups in Oregon

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	213	42	32	21	4
Female	49	223	31	33	27	9
White	76	222	32	34	27	7
Black	3	202	52	28	17	3
Hispanic	14	199	57	27	12	3
Asian/Pacific Islander	4	219	39	28	23	10
American Indian/Alaska Native	2	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	35	205	50	31	16	3
Not eligible	63 ↑	224 ↓	30	33	28	8

Average Score Gaps Between Selected Groups

- In 2003, male students in Oregon had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (19 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (23 points). This performance gap was narrower than that of 1998 (39 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was narrower than that of 1998 (30 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Pennsylvania
Grade 4
Public Schools

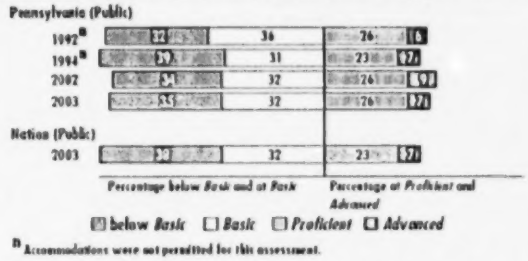
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Pennsylvania

- In 2003, the average scale score for fourth-grade students in Pennsylvania was 219. This was not found to be significantly different[1] from the average score in 2002 (221), and was not found to be significantly different from the average score in 1992 (221).
- Pennsylvania's average score (219) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Pennsylvania were higher than those in 15 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students in Pennsylvania who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent), and was not found to be significantly different from 1992 (32 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

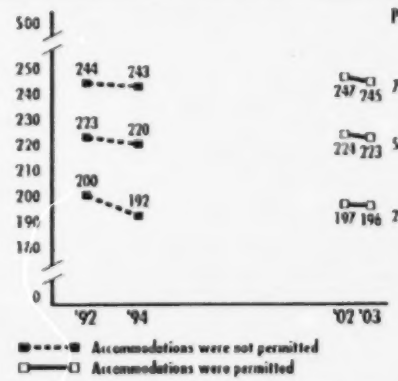
Performance of NAEP Reporting Groups in Pennsylvania

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	215	38	32	24	6
Female	49	222	32	32	28	8
White	74	227	25	35	31	9
Black	19	191	68	23	8	1
Hispanic	4	195	59	30	9	1
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	38	198	58	28	13	1
Not eligible	60	231	21	35	33	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Pennsylvania had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (36 points). This performance gap was not significantly different from that of 1992 (36 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (32 points). This performance gap was not significantly different from that of 1992 (35 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (33 points). This performance gap was not significantly different from that of 2002 (32 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
‡ Significantly higher than, ‡ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Rhode Island
Grade 4
Public Schools

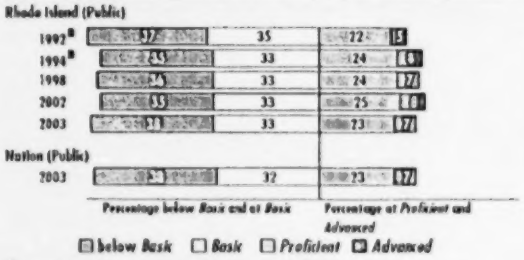
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Rhode Island

- In 2003, the average scale score for fourth-grade students in Rhode Island was 216. This was not found to be significantly different[1] from the average score in 2002 (220), and was not found to be significantly different from the average score in 1992 (217).
- Rhode Island's average score (216) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Rhode Island were higher than those in 11 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 25 jurisdictions.
- The percentage of students in Rhode Island who performed at or above the NAEP *Proficient* level was 29 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1992 (28 percent).

Student Percentage at NAEP Achievement Levels



* Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

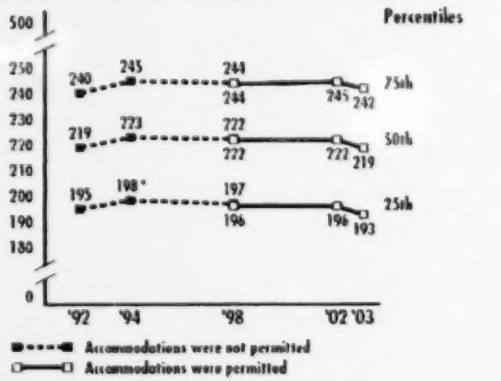
Performance of NAEP Reporting Groups in Rhode Island

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	213	41	33	20	5
Female	49	220	34	33	25	8
White	69	224	29	35	27	9
Black	9	196	60	28	11	1
Hispanic	18	196	61	27	10	2
Asian/Pacific Islander	4	221 ↑	33 ↓	38	22	7
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	39	200	56	31	12	2
Not eligible	54	229	24	35	30	10

Average Score Gaps Between Selected Groups

- In 2003, male students in Rhode Island had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 1992 (4 points).
- In 2003, White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of 1992 (31 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of 1992 (40 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (35 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

South Carolina
Grade 4
Public Schools

Snapshot Report

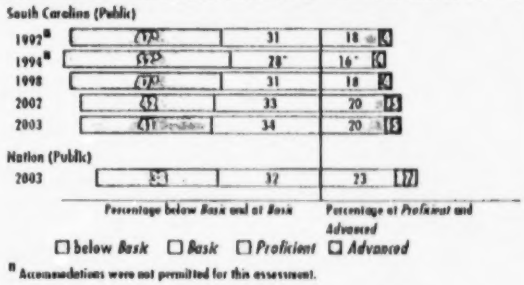
NCES 2003-453SC

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for South Carolina

- In 2003, the average scale score for fourth-grade students in South Carolina was 215. This was not found to be significantly different[1] from the average score in 2002 (214), and was higher than the average score in 1992 (210).
- South Carolina's average score (215) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in South Carolina were higher than those in 9 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 30 jurisdictions.
- The percentage of students in South Carolina who performed at or above the NAEP *Proficient* level was 26 percent in 2003. This percentage was not found to be significantly different from 2002 (26 percent), and was greater than that in 1992 (22 percent).

Student Percentage at NAEP Achievement Levels



‡ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

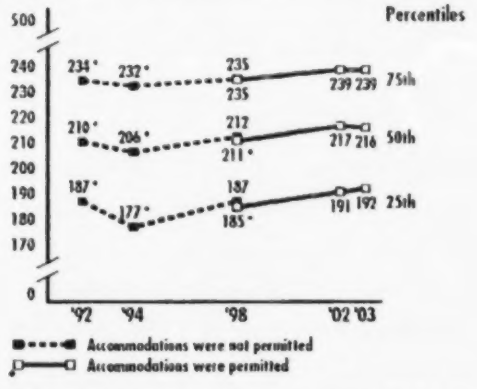
Performance of NAEP Reporting Groups in South Carolina

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	211	45	34	18	4
Female	50	219	36	34	23	7
White	55	226	26	38	28	8
Black	40	199	60	29	10	1
Hispanic	3	205	52	29	17	3
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	52	202	55	31	12	2
Not eligible	47	228	24	37	30	9

Average Score Gaps Between Selected Groups

- In 2003, male students in South Carolina had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of 1992 (27 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in South Carolina in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (29 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003.

‡ Significantly higher than, ‡ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

South Dakota
Grade 4
Public Schools

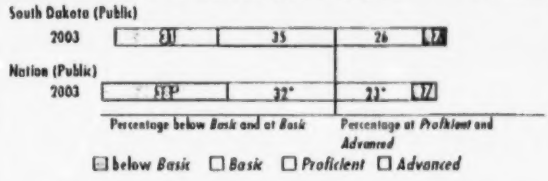
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for South Dakota

- In 2003, the average scale score for fourth-grade students in South Dakota was 222.
- South Dakota's average score (222) in 2003 was higher[1] than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in South Dakota were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in South Dakota who performed at or above the NAEP *Proficient* level was 33 percent in 2003. The percentage of students in South Dakota who performed at or above the *Basic* level was 69 percent.

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

Performance of NAEP Reporting Groups in South Dakota

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	220 ↑	34 ↓	35 ↑	24 ↑	6
Female	49	225 ↑	28 ↓	36	28	8
White	84 ↑	227	26	37	29	8
Black	1 ↓	—	—	—	—	—
Hispanic	2 ↓	—	—	—	—	—
Asian/Pacific Islander	1 ↓	—	—	—	—	—
American Indian/Alaska Native	12 ↑	197	60	28	10	1
Free/reduced-price school lunch						
Eligible	37 ↓	210 ↑	45 ↓	34 ↑	18 ↑	3
Not eligible	62 ↑	230	22	36	31	10

Average Score Gaps Between Selected Groups

- In 2003, male students in South Dakota had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of the Nation (8 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in South Dakota.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in South Dakota.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was narrower than that of the Nation (28 points).

Reading Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
South Dakota	201 ↑	224 ↑	246 ↑
Nation (Public)	193	219	243

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 243, and 75 percent of students in South Dakota scored below 246.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from South Dakota.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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The Nation's Report Card

State **Reading 2003**

Tennessee
Grade 4
Public Schools

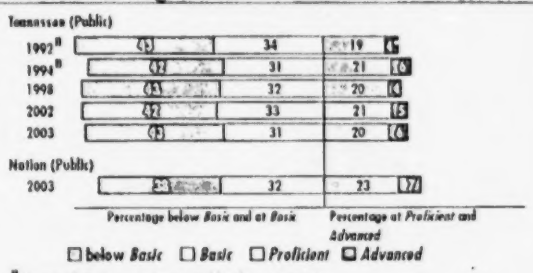
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Tennessee

- In 2003, the average scale score for fourth-grade students in Tennessee was 212. This was not found to be significantly different[1] from the average score in 2002 (214), and was not found to be significantly different from the average score in 1992 (212).
- Tennessee's average score (212) in 2003 was lower than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Tennessee were higher than those in 6 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 36 jurisdictions.
- The percentage of students in Tennessee who performed at or above the NAEP *Proficient* level was 26 percent in 2003. This percentage was not found to be significantly different from 2002 (25 percent), and was not found to be significantly different from 1992 (23 percent).

Student Percentage at NAEP Achievement Levels


Tennessee (Public)
1992‖ 43 34 19 4
1994‖ 42 31 21 6
1998 43 32 20 5
2002 42 33 21 5
2003 43 31 20 6
Nation (Public)
2003 28 32 23 17
Percentage below Basic and at Basic
Percentage at Proficient and Advanced
below Basic Basic Proficient Advanced

‖ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

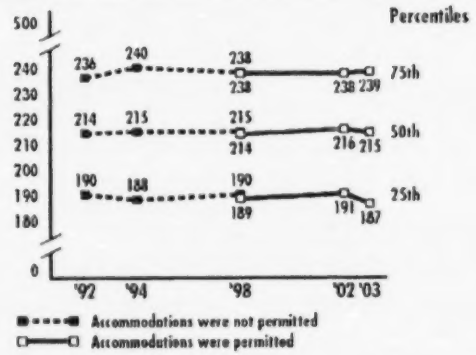
Performance of NAEP Reporting Groups in Tennessee

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	208	47	31	18	5
Female	48	217	38	31	22	8
White	71	220	33	35	24	8
Black	25	188	70	21	8	1
Hispanic	2	206	49	24	20	7
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	41	198	58	27	13	2
Not eligible	54	222	32	34	25	9

Average Score Gaps Between Selected Groups

- In 2003, male students in Tennessee had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1992 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (32 points). This performance gap was not significantly different from that of 1992 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Tennessee in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (26 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
‖ Significantly higher than, ‖ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Texas
Grade 4
Public Schools

Snapshot Report

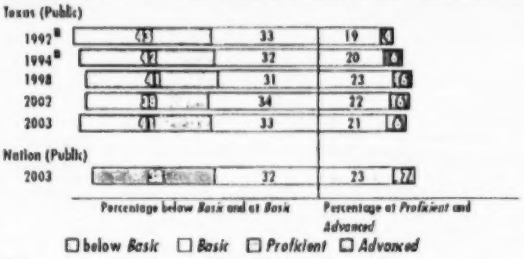
NCES 2003-453TX4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Texas

- In 2003, the average scale score for fourth-grade students in Texas was 215. This was not found to be significantly different[1] from the average score in 2002 (217), and was not found to be significantly different from the average score in 1992 (213).
- Texas' average score (215) in 2003 was not found to be significantly different from that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Texas were higher than those in 9 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 33 jurisdictions.
- The percentage of students in Texas who performed at or above the NAEP *Proficient* level was 27 percent in 2003. This percentage was not found to be significantly different from 2002 (28 percent), and was not found to be significantly different from 1992 (24 percent).

Student Percentage at NAEP Achievement Levels



B Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

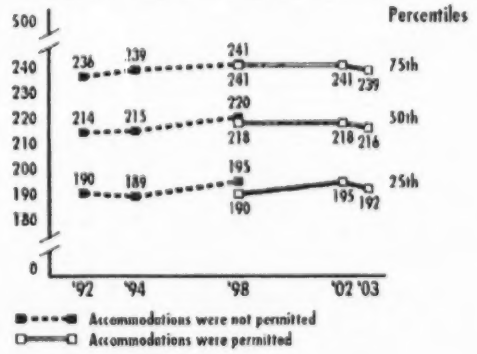
Performance of NAEP Reporting Groups in Texas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	212	44	32	20	5
Female	49	218	38	33	22	7
White	41	227	26	35	30	9
Black	14	202	56	28	13	2
Hispanic	42	205	52	32	14	3
Asian/Pacific Islander	3	229	27	35	28	11
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	54	205	52	32	14	2
Not eligible	43	226	28	33	29	10

Average Score Gaps Between Selected Groups

- In 2003, male students in Texas had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of 1992 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1992 (24 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (22 points). This performance gap was not significantly different from that of 1992 (23 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was narrower than that of 1998 (31 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State

Reading 2003

Utah
Grade 4
Public Schools

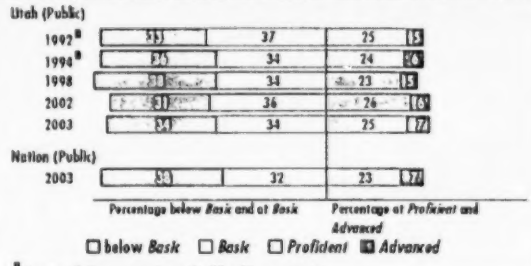
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Utah

- In 2003, the average scale score for fourth-grade students in Utah was 219. This was not found to be significantly different[1] from the average score in 2002 (222), and was not found to be significantly different from the average score in 1992 (220).
- Utah's average score (219) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Utah were higher than those in 16 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 14 jurisdictions.
- The percentage of students in Utah who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (33 percent), and was not found to be significantly different from 1992 (30 percent).

Student Percentage at NAEP Achievement Levels



* Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

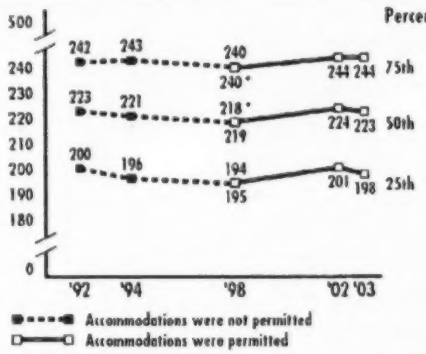
Performance of NAEP Reporting Groups in Utah

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	215	38	34	23	5
Female	49	224	30	34	27	9
White	83	223	29	36	27	8
Black	2	---	---	---	---	---
Hispanic	11	194	64	25	10	1
Asian/Pacific Islander	3	212	46	31	19	4
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	33	206	49	31	16	3
Not eligible	66	226	26	36	29	8

Average Score Gaps Between Selected Groups

- In 2003, male students in Utah had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1992 (7 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Utah.
- In 2003, White students had an average score that was higher than that of Hispanic students (29 points). This performance gap was not significantly different from that of 1992 (21 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (17 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
-- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Vermont
Grade 4
Public Schools

Snapshot Report

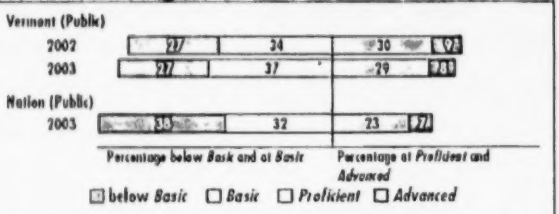
NCES 2003-458WVK

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Vermont

- In 2003, the average scale score for fourth-grade students in Vermont was 226. This was not found to be significantly different[1] from the average score in 2002 (227).
- Vermont's average score (226) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Vermont were higher than those in 41 jurisdictions, and not significantly different from those in 11 jurisdictions.
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (39 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

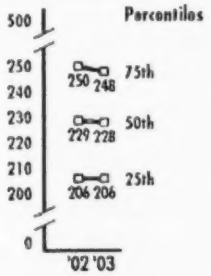
Performance of NAEP Reporting Groups in Vermont

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	224	29	37	27	7
Female	49	229	24	36	31	9
White	95	226	27	37	29	8
Black	2	---	---	---	---	---
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	29	214	41	37	19	3
Not eligible	69	231	21	36	33	10

Average Score Gaps Between Selected Groups

- In 2003, male students in Vermont had an average score that was lower than that of female students (5 points). This performance gap was not significantly different from that of 2002 (8 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Vermont.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Vermont.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was not significantly different from that of 2002 (20 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Virginia
Grade 4
Public Schools

Snapshot Report

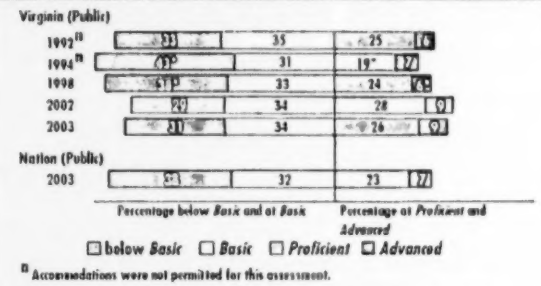
NCES 2003-465VA

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Virginia

- In 2003, the average scale score for fourth-grade students in Virginia was 223. This was not found to be significantly different[1] from the average score in 2002 (225), and was not found to be significantly different from the average score in 1992 (221).
- Virginia's average score (223) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Virginia were higher than those in 26 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Virginia who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1992 (31 percent).

Student Percentage at NAEP Achievement Levels



[B] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

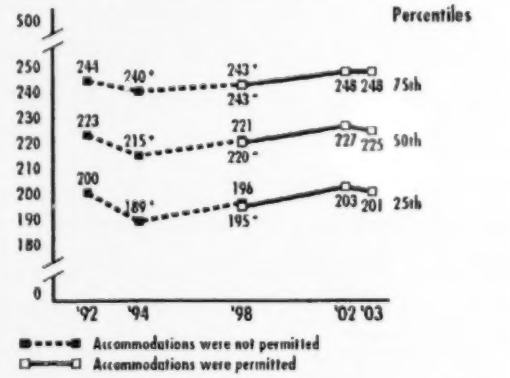
Performance of NAEP Reporting Groups in Virginia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	219	36	32	25	7
Female	49	228	27	35	28	11
White	62	231	23	34	32	12
Black	27	206	51	33	14	2
Hispanic	5	210 !	45	35	18	2
Asian/Pacific Islander	4	235	21	29	34	17
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	31	205	53	31	14	2
Not eligible	67	232	21	35	32	12

Average Score Gaps Between Selected Groups

- In 2003, male students in Virginia had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1992 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Virginia in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of 1998 (27 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ! Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Washington
Grade 4
Public Schools

Snapshot Report

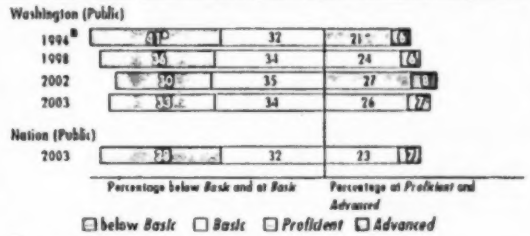
NCES 2004-455WA4

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Washington

- In 2003, the average scale score for fourth-grade students in Washington was 221. This was not found to be significantly different[1] from the average score in 2002 (224), and was higher than the average score in 1994 (213).
- Washington's average score (221) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Washington were higher than those in 18 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in Washington who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent), and was greater than that in 1994 (27 percent).

Student Percentage at NAEP Achievement Levels



* Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

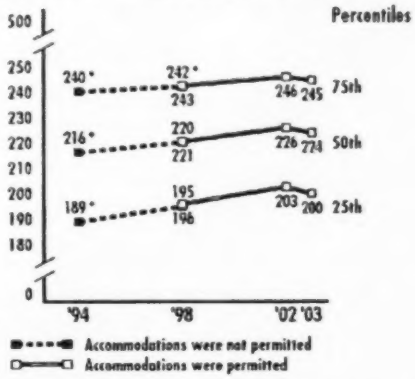
Performance of NAEP Reporting Groups in Washington

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	216	37	36	22	5
Female	50	226	28	33	29	10
White	70 ↓	226	27	35	29	9
Black	7	212	42	35	20	3
Hispanic	12 ↑	201	56	28	13	3
Asian/Pacific Islander	8	218	36	35	23	6
American Indian/Alaska Native	3	208	43	36	19	2
Free/reduced-price school lunch						
Eligible	38	208	47	33	17	3
Not eligible	51	230	23	34	31	11

Average Score Gaps Between Selected Groups

- In 2003, male students in Washington had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1994 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (14 points). This performance gap was not significantly different from that of 1994 (19 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of 1994 (32 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (22 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card — State

Reading 2003

West Virginia
Grade 4
Public Schools

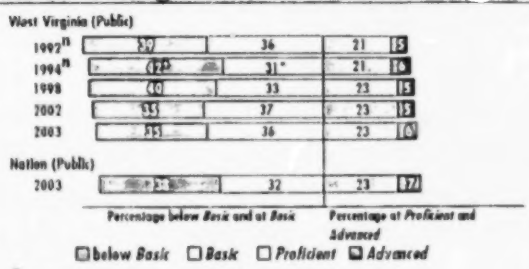
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for West Virginia

- In 2003, the average scale score for fourth-grade students in West Virginia was 219. This was not found to be significantly different[1] from the average score in 2002 (219), and was higher than the average score in 1992 (216).
- West Virginia's average score (219) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in West Virginia were higher than those in 16 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students in West Virginia who performed at or above the NAEP *Proficient* level was 29 percent in 2003. This percentage was not found to be significantly different from 2002 (28 percent), and was not found to be significantly different from 1992 (25 percent).

Student Percentage at NAEP Achievement Levels


West Virginia (Public)
1992[1] 30 36 21 13
1994[1] 29 31* 21 18
1998 40 33 23 15
2002 33 37 23 15
2003 33 36 23 10
Nation (Public)
2003 32 23 13
Percentage below Basic and at Basic
Percentage at Proficient and Advanced
below Basic Basic Proficient Advanced

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

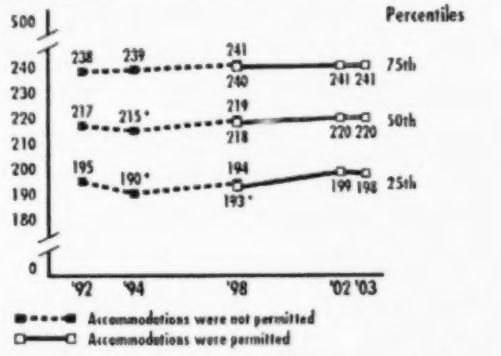
Performance of NAEP Reporting Groups in West Virginia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	215	40	35	20	5
Female	49	223	30	38	26	7
White	95	220	35	36	23	6
Black	4	203	55	32	13	#
Hispanic	#	---	---	---	---	---
Asian/Pacific Islander	#	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	54	212	43	36	18	3
Not eligible	45	228	25	37	29	9

Average Score Gaps Between Selected Groups

- In 2003, male students in West Virginia had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (8 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in West Virginia in 1992.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in West Virginia.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (21 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Wisconsin
Grade 4
Public Schools

Snapshot Report

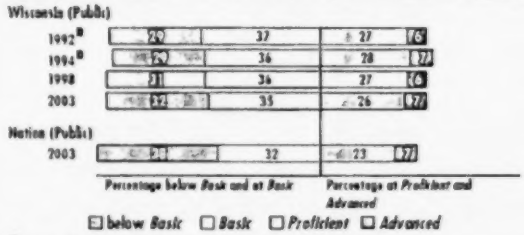
NCES 2004-455WI

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Wisconsin

- In 2003, the average scale score for fourth-grade students in Wisconsin was 221. This was not found to be significantly different[1] from the average score in 1998 (222), and was lower than the average score in 1992 (224).
- Wisconsin's average score (221) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Wisconsin were higher than those in 18 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 8 jurisdictions.
- The percentage of students in Wisconsin who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 1998 (34 percent), and was not found to be significantly different from 1992 (33 percent).

Student Percentage at NAEP Achievement Levels



B Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

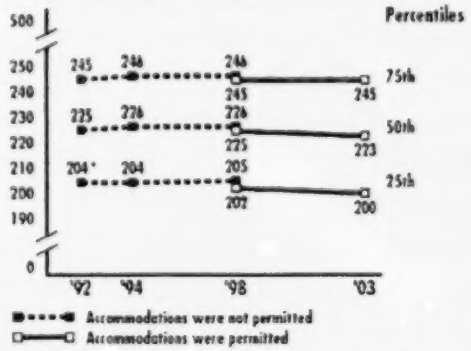
Performance of NAEP Reporting Groups in Wisconsin

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	217	36	35	23	5
Female	49	225	28	35	29	8
White	79	225	27	36	29	7
Black	9	200 ↑	58 ↓	29	11	2
Hispanic	6	209	46	34	16	4
Asian/Pacific Islander	3	213	46	27	19	7
American Indian/Alaska Native	2	211	42	33	21	4
Free/reduced-price school lunch						
Eligible	29	205	50	33	15	3
Not eligible	67	228	25	37	31	8

Average Score Gaps Between Selected Groups

- In 2003, male students in Wisconsin had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1992 (28 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (16 points). This performance gap was not significantly different from that of 1992 (18 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (27 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Wyoming
Grade 4
Public Schools

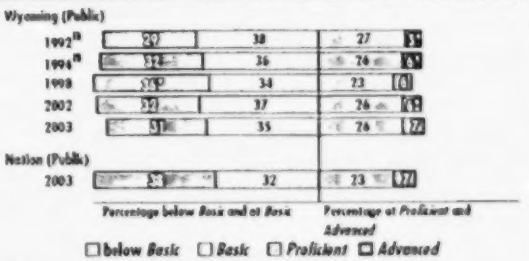
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Wyoming

- In 2003, the average scale score for fourth-grade students in Wyoming was 222. This was not found to be significantly different[1] from the average score in 2002 (221), and was not found to be significantly different from the average score in 1992 (223).
- Wyoming's average score (222) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Wyoming were higher than those in 24 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students in Wyoming who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (31 percent), and was not found to be significantly different from 1992 (33 percent).

Student Percentage at NAEP Achievement Levels



* Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

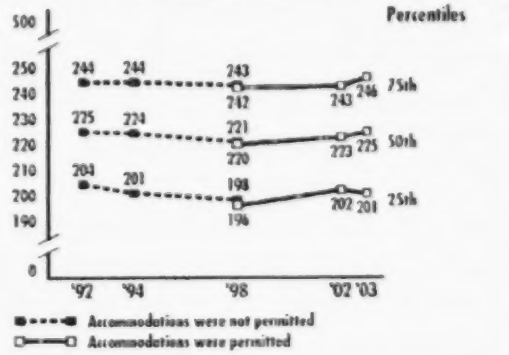
Performance of NAEP Reporting Groups in Wyoming

Reporting groups	Percentage of students	Average Score	Percentage of students at Below Basic	Basic	Proficient	Advanced
Male	51	219	34	36	24	6
Female	49	225	28	34	28	9
White	86	224	29	35	28	8
Black	1	---	---	---	---	---
Hispanic	8	214	41	36	18	4
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	4	189	70	19	9	1
Free/reduced-price school lunch						
Eligible	34 ↓	212	44	33	18	5
Not eligible	64 ↑	228	24	36	31	9

Average Score Gaps Between Selected Groups

- In 2003, male students in Wyoming had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of 1992 (6 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Wyoming.
- In 2003, White students had an average score that was higher than that of Hispanic students (11 points). This performance gap was not significantly different from that of 1992 (19 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 1998 (18 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
-- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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